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ABSTRACT

This resource manual shares ideas and exercises with those persons interested in and working with the specific concerns of displaced homemakers. Sections correspond to steps in an adjustment process leading to job search. An introduction overviews the manual and provides helpful hints for use by peer counselors, professional therapists, and group leaders. Part 1, Self-Concept, of section 1, Who I Am, contains seventeen exercises which look at the person and the identity from childhood to adulthood, from past experience to present, from outside influences to inside characteristics. The four exercises in part 2, Communications, are intended to facilitate the movement from knowledge about self to sharing that self with others. In section 2, part 1, Interest and Skill Review, and part 2, Needs and Wants, contain fourteen exercises which evaluate interests, skills, needs, and wants to assist the displaced homemaker to mold her characteristics with her identity and establish career goals. Section 3 consists of part 1, Job Search Readiness, and part 2, Job Search. Eight exercises cover necessary skills in finding employment. Section 4 lists agencies, organizations, colleges, people, and places of assistance to displaced homemakers and leaders/counselors. Section 5 is a bibliography. (YLB)

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New Beginnings

"I have learned one important thing in my life— how to begin again."

—Sam Keen

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AUG 2 5 1980

NEW BEGINNINGS

A MANUAL FOR FACILITATING GROWTH FOR DISPLACED HOMEMAKERS

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NEW BEGINNINGS

A MANUAL FOR FACILITATING GROWTH FOR DISPLACED HOMEMAKERS

New Beginnings was written in an attempt to share ideas and exercises with those persons interested in and working with the specific concerns of displaced homemakers.

A displaced homemaker is a person who has been doing unpaid labor in the home, who is not gainfully employed, who has had, or would have difficulty in securing employment, and who has been dependent on the income of another family member but is no longer supported by that income.

Because of the great numbers of displaced homemakers both in the United States as well as in Arizona, there are now the beginnings of specific programs and efforts attempting to meet these specific concerns. The awareness of the phenomena is a rather recent development in our society. Therefore, there is little written curriculum facilitating the movement of the displaced homemaker from a place of low self-esteem, low self-confidence, inadequate recognized employable skills and little job search knowledge to a place of autonomy and confidence with a beginning awareness of personal potential and knowledge of the job search process. With that goal in mind, New Beginnings is an attempt to help facilitate the adjustment process described below and illustrated on the diagram following.

Beginning with the person, focusing on the identity and confidence needed to begin the hard process of finding new beginnings, the Manual (and the following diagram) deal with the major and most prevalent area of concern first. From that point, the Manual goes into more specific areas of skills, interests, needs, wants and career options. After the information is gathered about self and potential possibilities, the displaced homemaker will focus on the options that fit her personal priorities. After these decisions are formalized, the process of job search is taught for the final step in reaching the ultimate goal--to begin again.

As illustrated in the following diagram, the Manual is divided into a number of Sections, as follows:

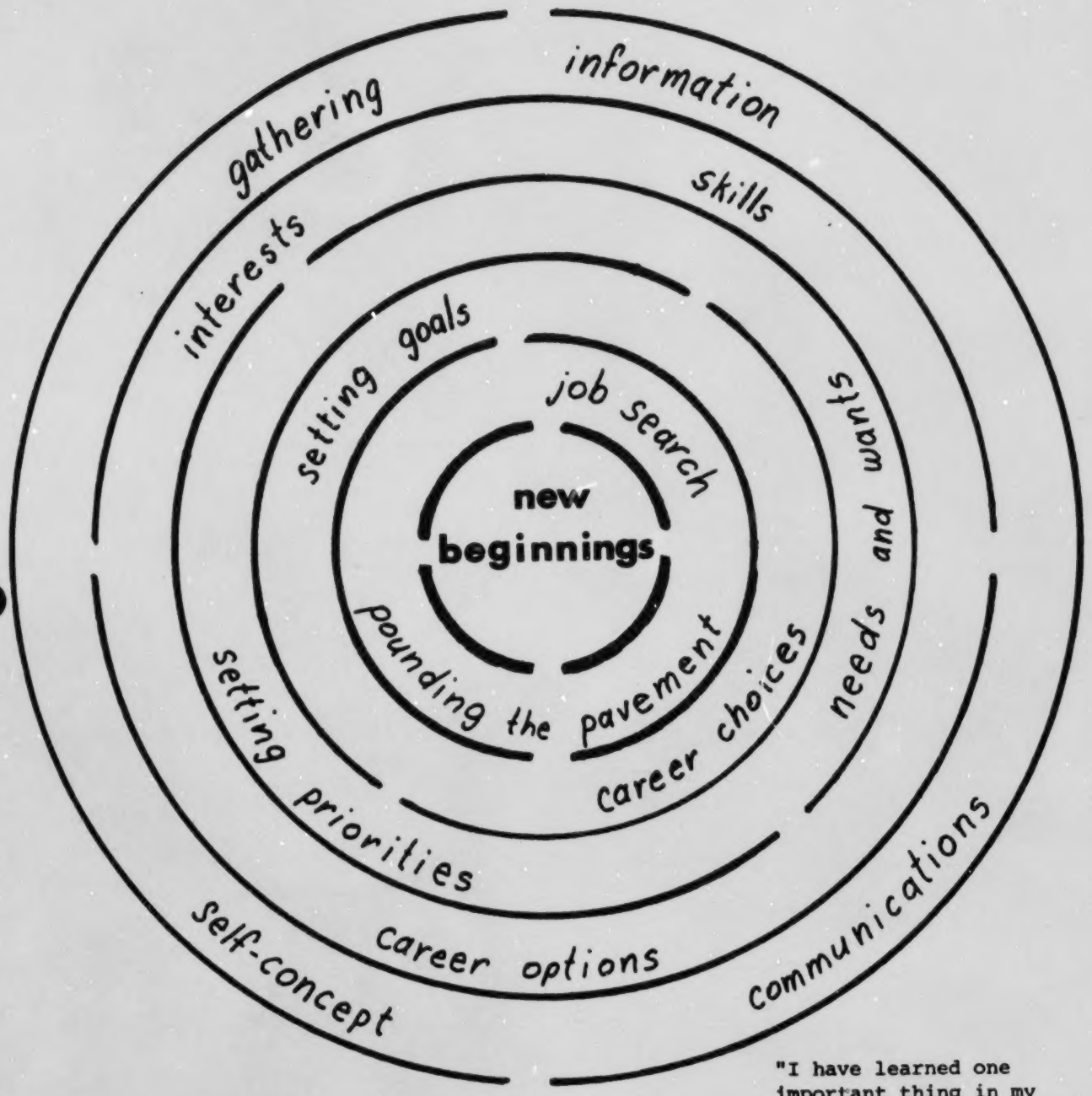
Section I: WHO I AM
An attempt to look at the person, the identity from childhood to adulthood, from past experience to present, from outside influences to inside characteristics.

Section II: CAREER SELECTION
Evaluating interests, skills, needs and wants assists the displaced homemaker to take her identity, mold with characteristics and establish career goals.

Section III: POUNDING THE PAVEMENT
After one knows who they are, has made career goals, and has gathered information, the necessary skills in finding employment are necessary.

Section IV: RESOURCES
Both for the leader/counselor and the displaced homemaker, a list of resources useful for a variety of concerns.

Section V: BIBLIOGRAPHY



"I have learned one important thing in my life - how to begin again."
-Sam Keen

NEW BEGINNINGS

HELPFUL HINTS

New Beginnings is designed to be used in a variety of ways. The concepts and exercises can be used by any leader and can be added to and supplemented depending on the background, knowledge and insights of any particular person. Included is a basic guide with basic exercises that can be used by any or all of the following individuals:

1. Peer Counselors -

The peer counselor will find the exercises helpful in exploring a variety of personal and occupational concerns of the displaced homemakers.

REMEMBER:

Do listen to behavior, words, feelings and body language;
Do know your limits and when to refer;
Do know the available referral services;
Do know yourself and be willing to say "I don't know";
Do let the displaced homemaker tak responsibility for herself;
Do provide support!

2. Professional Therapists -

The professional therapist will find the Manual helpful in focusing on the specific needs and concerns of the displaced homemaker.

REMEMBER:

Do not assume that all displaced homemakers have deep hidden problems;
Do know your referral services;
Do know the specific needs the client has--it may be economic;
Do understand the grieving process and know how to facilitate growth;
Do not allow the client to become too dependent;
Do provide support!

3. Group Leaders -

Because exercises and processes, many times are facilitated with more effectiveness in a group setting, the following information is included for the support group leader to give some added guidelines in group work.

DO's AND DON'Ts OF RUNNING A GROUP

This section is a quick guideline for running groups. It is not a treatise on the purpose of groups, the strengths and weaknesses of groups or the pros and cons of groups. Learning to be a group leader will need more than just reading this section. Included will be only hints and helpful reminders with a strong suggestion for further reading in group psychology and group methods. Most of the exercises found in the rest of this manual can be used most effectively with groups. These groups foster a sharing of insights and ideas among people who find themselves in similar situations, in this case, fellow displaced homemakers. We define a group as two or three people who are gathered together for a common purpose and in this situation ten people or less constitute the most effective group size. Dont let the word "group" scare you--"I can't work with all of those people." You will be facilitating a group, not "working" with them. REMEMBER, this is not a therapy group, although it will most likely be therapeutic.

The Ten Commandments of Group Work:

The Five Do's:

1. Do establish goals and norms for the group with the participation of the group members.
2. Do plan for total involvement--everybody should have something to do.
3. Do respect each person's right to share and self-disclose or not. But, do point out that some risk taking and sharing is an important way to bring about change.
4. Do teach members how to give each other feedback; first, stroke the positive, and then offer suggestions for change.
5. Do end each session on a positive note--the name of the game is "self-esteem" and each group should end with some affirmation.

The Five Don'ts:

1. Don't be judgemental, there is no right or wrong.
2. Don't be moralistic, no imposing of your personal values.
3. Don't force anyone to self-disclose.
4. Don't end any meeting on a discouraging or "down" note.
5. Don't end any meeting without checking with all participants to find out if they feel finished and whole.

Three Basic Guidelines for working with groups are:

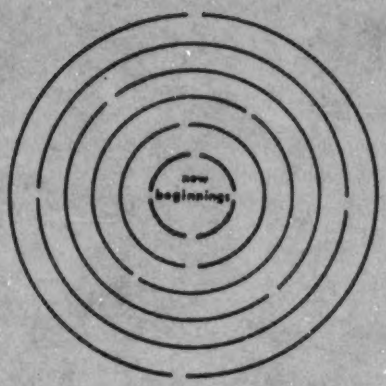
1. Start slowly, let the participants have a chance to get to know each other and to feel safe with you and with the others before you ask them to share themselves.
2. Always include some time in each session for members to share what is going on in their lives right now. A secondary benefit of forming a group is the development of a support group for the individual members. This can develop when members talk about themselves and ask for suggestions and help or just listen to one another.
3. ALWAYS include something fun in each session. Some crazy kid game, a fantasy trip, a story. A well-balanced group agenda will allow for some learning time, feeling and sharing time and some fun time. Experience has shown that displaced homemakers tend to forget laughter and fun and this is an important part of their re-education for effective living. Anything that will help people to relax, enjoy and laugh at and with themselves will give them a chance to view their life differently, to "re-frame" what is going on in their world and help them out of their depression and dispair into self-esteem.

LEADER, have fun with your group, don't be all seriousness and business-like. More learning can be accomplished with fun, laughter, and respect for and with others than through an attitude of "working" out problems. Be aware of all of the members of your group, don't let one person dominate and don't dominate the group yourself. Above all-

BE FLEXIBLE BE RESPECTFUL BE FUN BE YOU!

SECTION I

WHO I AM



SECTION I

WHO I AM

PART 1

SELF-CONCEPT

Women who are entering or returning to the public job market after working as a homemaker usually have one feeling in common--THEY ARE TERRIFIED! They are frightened for a number of reasons:

1. They have been thrust into a situation of meeting financial responsibilities for themselves for possibly the first time in their lives.
2. They have no idea "who they are" as individuals.
3. They are uncertain about their own self-worth as a person.
4. They are uncertain about "what" they can do.
5. They may not even have any idea of things they are interested in doing.
6. They have no idea of what employable skills they have (any one want to hire an ex-wife or homemaker?). Their only value has been measured in terms of "other identification" or "other service."

Because the level of discouragement is very high and self-esteem is very low, it becomes necessary to balance the scales. The ultimate goal is to become self-reliant. The process includes that which was described in our opening diagram. When self-esteem is at rock bottom, that must be dealt with before any kind of "work inventory" is implemented. Because of life circumstances the negative self-image must be recognized and dealt with as a real feeling. It is helpful to move backward from the present--to take a look at individual perspectives to see how we formulate our individual view of the world and our place in it before we move forward.

When women begin to realize how much "other" input they have accepted they can begin to re-define and re-choose their definition of themselves. This creates a power-full-ness to replace the power-less-ness they have had.

Before beginning with the exercises, it is assumed that a period of time has been spent building a relationship with the leader. Once some rapport has been established the displaced homemaker will feel less threatened by the introspection encouraged by the exercises. She will also be more likely to begin to have "self-permission" to recognize and verbalize positive characteristics about herself.

While most of the following exercises may be used with equal effectiveness with groups or individuals, there is often more benefit in working within a group setting. In the process of completing the exercises, individual awarenesses may be shared that will provide insight to others in the group, A great deal of encouragement and support is often gained through group activities because of the sharing of common problems and feelings. Also, an increased level of trust of self and others, may be established and/or improved through group process.

The following exercises, which are starting points for awareness, are tools that can be used to supplement individual or group counseling. They are not designed or intended to be used in place of counseling, and it is important to select those exercises that will best fit the individual circumstances. The exercises are listed in a particular order, and though some of them may seem (and are to some degree) a bit repetitive, they are used to help create an awareness and owning of self. (After all. . . sometimes I have to be given instructions more than once!!) If there is not sufficient time to use all of the exercises - PLEASE - pick and choose in the order they are given - Begin with the basics!

AWARENESS MUST COME BEFORE CHANGE!

The exercises are in the following order. This quick description of each will help you pick those most appropriate for each particular situation:

1. What Are You Waiting For? - Initiates movement
   This reading/activity may help provide some insight into the reality of "here and now" for those who have suddenly become dependent on themselves instead of others.

2. Birth-Order Perspectives - Re-examines our "old beliefs" in an adult light.
   This will help individuals, within a group setting, begin to have an awareness of how we begin to arrive at our own unique perspectives through some common experiences. It may help dispel some old beliefs about "why" we "should" be/act in certain ways.

3. Childhood Messages - A look at how our "old messages" may rule our present. May be used in addition to birth-order, or when dealing with an individual, rather than a group. The purpose is to promote insight/awareness of "other" influenced beliefs that may no longer be appropriate.

4. Lifeline - Who have I given my control to?
   This will help provide insight into individual choices, decision making, resonsibility for self, and a more realistic look at "where I am now" and "where I might be going."

5. 10 Commandments on How To Be a Girl - More thought-provoking "old messages"
   Another source of "old garbage" that may be a hinderance rather than a help when desiring to make changes.

6. Role Characteristics - How we turn our commandments into reality as adults
   An activity that will help people realize what their own expectations are, for themselves, and for others. They may be able to see the difference between their expectations and reality.

7. Role Expectations - Follows up on our "Commandments" and "Old-Messages" A more detailed use of role expectations, specifically divided into male/female roles. This will help promote an awareness of how deeply ingrained our sex-stereotypes actually are.

8. Unfinished Sentences - Another chance to look at sex-roles
   Useful to help promote awareness of how sex-roles are classified, with some specific "do's" and "don'ts."

9. Role Identification/Role-Stripping - Awareness of "who" has control
   Role identification helps individuals see how they fit themselves into given identities which may be self-limiting. Role-stripping helps prioritize the values/identities of individuals. It is also particularly helpful in promoting a sense of Me-ness when all of the roles have been stripped away.

10. Guilt -What is it and why
    A tool for dealing effectively and productively with guilt in our lives. A good springboard for discussion in groups. May be particularly effective if used after Role Stripping.

11. Anger - To be used after awareness of "old-messages" and role stripping
    This exercise will help individuals be more accepting of a real emotion that is often denied/hidden and un-dealt-with. It will help promote an awareness of the damage that hidden anger can do.

12. What Does Anger Say To You? - Follow up from number 9
    An exercise to encourage awareness of the way we have been traditionally been taught to deal with anger.

13. Human Rights
    A positive concept to help individuals begin to "own" their rights as human beings; and to realize that others also have these rights!

14. How Trusting Are You?
    Information and exercise will aid in the re-establishing and growth of trust, particularly effective with those who feel that their "trust has been betrayed."

15. Values Clarification
    Information that will help validate individuals' rights to their own values. Emphasizes the reality and importance of values and the importance of owning your own.

16. Role Re-Structuring - Very effective after awareness activities and values
    A positive look at the way we choose to structure our lives, giving individuals the awareness of their power to choose with the responsibility and freedom that accompanies that choice.

17. I Am Me - Poem by Virginia Satir
    An uplifting, positive manner in which to reach a plateau of self-discovery (for as we know - we'll NEVER finish discovering!).

Exercise 1

WHAT ARE YOU WAITING FOR?*

For the right person to come along?

For the children to grow up?

For somebody to take care of me?

To finish my education?

For someone to notice my plight?

For someone to offer me a job?

To find the end of the rainbow?

For my financial problems to end?

For something bad to happen?

For someone else to change?

For someone else to make the decision?

For someone to discover you?

For what?

What is the probability that what you are waiting for will really happen?

What is happening while you are waiting?

Where do you think you will end up, if you continue waiting?

What can you do today to stop waiting and start getting what you want?

*ADAPTED FROM:
Women as Winners, D. Jongeward and D. Scott

Exercise 2

BIRTH-ORDER PERSPECTIVES*

Although we are all unique individuals, we have arrived at our unique perspective through some common experiences. The first experience, most common and most impressionable, is our early experience as a member of a family. The family is our first "society," and as we learn to survive/belong in this society, we are learning how to belong in the larger world. Our perspectives will vary according to the ordinal position in which we were born, as well as our individual viewpoints.

The following activity will help illustrate this concept. THIS ACTIVITY IS BEST USED WITH A GROUP ALTHOUGH ITS IMPORTANCE CAN BE EXPLAINED AND DISCUSSED INDIVIDUALLY WITH CLIENTS.

1. Divide into the following groups:
   ONLY CHILD
   OLDEST CHILD
   SECOND CHILD (of two siblings)
   MIDDLE CHILD (with less than 5 years difference both above and below)
   YOUNGEST CHILD (with less than 5 years difference)

2. Each group write a list of characteristics that basically described you as a child. You do not have to have 100% agreement in the group.

3. Share group lists (from chalkboard or paper)
   Do the other "sibling" groups have comments, additions to the descriptors?
   Do any of these "childhood beliefs" affect how you deal with people today?

4. Some background information for the leader:

ORDINAL POSITIONS

A basic assumption is that personality and character traits are methods of belonging within the family group. The development of the child occurs due to <u>their own interpretation</u> and related interaction. Their own concepts force others to treat them the way they expect to be treated.

Other factors which may affect the child's place within the family group are: a sickly or crippled child, a child born just before or after the death of another, an only boy among all girls, an only girl among all boys, some obvious physical characteristic, and older persons living in the home, or the favoritism of parents toward a child. Almost every discouragement in childhood springs from the feeling that someone else is perferred. Where boys are preferred to girls, inferiority feelings amongst girls are inevitable. Children are very sensitive and even a good child can take an entirely wrong direction in life through this suspicion.

THE ONLY CHILD:

The only child has a decidedly difficult start in life as they spend their entire childhood among persons who are more proficient. They may try to develop skills and areas that will gain approval of the adult world or may solicit their sympathy by being shy, timid, or helpless. Characteristics include: 1. enjoys the position as the center of interest;2. may be interested only in self; 3. sometimes has a feeling of insecurity due to the anxiety of the parents; 4. often are not taught to gain things by their own effort; merely to want something is to have it; and 5. if requests are not granted, may feel unfairly treated and refuse to cooperate.

THE FIRST CHILD:

The first child has a threatened position in life; being the oldest should entitle them to the favored spot, and frequently does. However, they may become discouraged upon the birth of the second child, and refuse to accept responsibility. Characteristics include: 1. is an only child for a period of time and has therefore been the center of interest; 2. has to be the first--in the sense of gaining and holding superiority over the next children; 3. becomes a "de-throned" child with the birth of the second child, possibly feeling unloved and neglected. Strives to keep or to regain mother's attention by positive deeds; when this fails, often switches to useless side and may become obnoxious; 4. could develop a good, competent behavior pattern or become extremely discouraged; and 5. sometimes strives to protect and help others in their struggle to keep the upper hand.

THE SECOND CHILD:

The second child has somewhat of an uncomfortable position in life and usually takes a steam-engine attitude, trying to catch up with the child in front and feels as though they are under constant pressure. Characteristics include: 1. never has parents undivided attention; 2. always has in front of them another child who is more advanced; 3. strong feelings of competition with older child; 4. often acts as though they are in a race, maybe hyper-active and pushy; 5. if the first child is successful, the second is more likely to feel uncertain of self and abilities; 6. usually is the opposite of the first child, if the first is "good", second probably is "good" at being "bad." and 7. becomes a "squeezed" child whenever a third child is born.

THE YOUNGEST CHILD:

The youngest child has quite a peculiar place in the family constellation by becoming a "speeder" because they are outdistanced and may become the most successful; or may become discouraged and have inferior feelings. Characteristics include: 1. is often like an only child; 2. usually has things done for them; 3. usually is spoiled; 4. finds themself in an embarassing position-smallest, weakest, not taken seriously; 5. may become the "boss" of the family; 6. either attempts to excell or evades the struggle for superiority; 7. may retain the baby role, placing others in their service; and 8. often allies with the first child as being different from the rest.

*ADAPTED FROM: "The Characteristics of the Family Constellation", a paper, Floy Pepper, Portland, Oregon.

CHILDHOOD MESSAGES*

'Childhood messages' is a name given to how we saw life as it should be, and myself, as I ought to be. These messages (also recognized as shoulds and oughts) come from the influence of significant authority figures early in our lives. As children those figures include parents, close relatives, religion, school, peers, etc. Some of the messages are seen: (when children observe how parents treat each other, they interpret: "this is the way husbands and wives ought to be"); some are heard: ("you're such a Klutz";) some are felt: (a disapproving scowl for improper behavior;) and some are a combination. One way of identifying messages is to check out your beliefs and values and listen to your "shoulds" and "oughts." As you read through each of the following questions, think about the comments you heard as a child. Do not be concerned about whether the message was true or false; just ask yourself, "Do I have the feeling it was true?"

WHAT DID YOU BELIEVE ABOUT:

the importance of your intelligence?

leadership?

the intelligence of men/women?

your ability to solve problems?

your place in religion?

your ability to deal with mechanical things?

the importance of your education?

working mothers?

what your vocation would be?

earning money?

success for you?

marriage?

children?

importance of your appearance?

your relationship to women/men?

your ability to excel in sports?

masculine behavior?

feminine behavior?

*Developed by Cecilia Northcutt

LIFELINE*

Draw a lifeline, beginning with birth and ending at the time you imagine you will die.

Place the following symbols along your lifeline:

! - where you took the greatest risk of your life.
+ - marks the best decision you've ever made.
G - where you achieved a specific goal you had set.
* - where you are today.
# - where you expect to achieve a specific goal in the future.

*Developed by Cecilia Northcutt

YOUR 10 COMMANDMENTS ON

BEING A GIRL

FROM:	MOTHER	FATHER	RELATIVES
1. Thou Shalt			
2. Thou Shalt Not			
3. Thou Shalt			
4. Thou Shalt Not			
5. Thou Shalt			
6. Thou Shalt Not			
7. Thou Shalt			
8. Thou Shalt Not			
9. Thou Shalt			
10. Thou Shalt Not			

(continued)

YOUR 10 COMMANDMENTS ON

BEING A GIRL*

FROM:	RELIGION	SCHOOL	PEERS

1. Thou Shalt
2. Thou Shalt Not
3. Thou Shalt
4. Thou Shalt Not
5. Thou Shalt
6. Thou Shalt Not
7. Thou Shalt
8. Thou Shalt Not
9. Thou Shalt
10. Thou Shalt Not

*ADAPTED FROM:
Beyond Sex Roles, Alice G. Sargent

Exercise 6

ROLE CHARACTERISTICS*

List the characteristics that you expect to find in each of the following roles:

Spouse _____

_____

Child _____

_____

Parent _____

_____

Friend _____

_____

Lover _____

_____

Boss _____

_____

Student _____

_____

*Developed by Cecilia Northcutt

Exercise 7

ROLE EXPECTATIONS*

People often model their behavior according to their own "expectations" for themselves. . . and others. These expectations are akin to the practice of pigeon-holing or fitting others into certain molds. For example: "Good mothers always take care of their families, first." "Good fathers, always provide well for their families."

To help your own exploration, complete the following:
(WARNING: Some may prompt several responses)

Nice girls are _____

Nice guys are _____

Angry people are _____

Good mothers are _____

Good fathers are _____

Sisters are _____

Brothers are _____

Responsible men are _____

Responsible women are _____

Aggressive people are _____

The worst thing a woman can call a man is _____

The worst thing a man can call a woman is _____

The worst thing a woman can call a woman is _____

The worst thing a man can call a man is _____

Women are always _____

Men are always _____

*ADAPTED FROM: Beyond Sex Roles
Alice G. Sargent

Exercise 8

UNFINISHED SENTENCES *

Complete the following sentences, using your first thoughts:

1. A woman is required to _____
2. A man is required to _____
3. A woman is allowed to _____
4. A man is allowed to _____
5. The human in me wants to _____
6. A woman is forbidden to _____
7. A man is forbidden to _____
8. If I were a man, I could _____
   _____
9. If I were a man, I would _____
   _____
10. If I were a man, I would not _____
    _____
11. The most important thing in life for a woman is _____
    _____
12. The most important thing in life for a man is _____
    _____

*ADAPTED FROM: Beyond Sex Roles
Alice G. Sargent

Exercise 9

PART I

ROLE IDENTIFICATION - WHO AM I?

1. Write down ten roles or identities which you assume/portray in your life.
2. Mark the appropriate column(s) for each role, on the right.
3. One at a time, give up these roles (being aware of how you feel as you part with this role in your life) until you have only ONE role remaining.
4. Give up the last role.
5. WHO AM I?

	Chosen	Imposed	+ Positive	- Negative
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

-Source Unknown

FOR PART II, See Exercise 16

GUILT*

Exercise 10

Guilt Results From Some Occurance . . . . either an action, or the lack of an action.

1. When something goes wrong. (I should have known better!!)
2. When someone else discovers your failure. (You did THAT??!!)
3. When you violate your own values/goals. (I really SHOULD write,or I SHOULDN'T have spoken like that)
4. When you see yourself as you THINK others see you. (They must think I'm TERRIBLE!!)

Negative Responses To a Guilt Attack

1. Become defensive. . . offer excuses.
2. Attack. . . lash out at others. (The best defense is. . .)
3. Withdraw into silence.
4. Weep.
5. Physical exhaustion. . . feeling totally worthless.
6. Physical illness. . . guilt has total control.

Positive Responses to a Guilt Attack

1. How long am I going to "feel guilty" about this?
2. I made a mistake. Perhaps next time--The only real mistake is one in which we don't learn something.

Negative Purposes of Guilt

1. To control other people (See how YOU made me feel?)
2. To show how one suffers, to elicit sympathy (I feel SO awful!)
3. To PUNISH one's self, sense of failure, also to make up for the way you failed.
4. To prove your worth, a sign of good intentions (At least I KNOW what's right!)

*Developed by Cecilia Northcutt

Exercise 11

A N G E R*

As a way of getting in touch with what anger does to you and how you deal with it, answer the following questions. We are all angry, it is a real emotion, but we are not always aware of what our bodies or emotions do with the anger.

1. Describe a situation in which you were angry.

2. Why were you angry? What triggered your anger? Were there underlying feelings that created the anger?

3. What did you say/do?

4. What did you want to say/do?

5. What stopped you from doing what you wanted to do or say?

6. What was the outcome or the result of the situation?

7. How did you feel about the result afterwards?

8. What would the outcome have been if you had done what you wanted?

*Developed by Lynn O'Hern

Exercise 12

WHAT DOES ANGER SAY TO YOU?*

In a further attempt to deal with and understand our own personal anger, we must look at the messages we have heard and accepted about what anger is and what we SHOULD do about it.

Answer the following question as many ways as you can:

IF I GET ANGRY WITH A CLOSE FRIEND OR RELATIVE, THEN:

1. He/she might _____
2. He/she will _____
3. He/she will not _____
4. He/she will think _____
5. He/she _____

IF I GET ANGRY WITH SOMEONE I KNOW JUST SLIGHTLY, THEN:

1. He/she might _____
2. He/she will _____
3. He/she will not _____
4 He/she will think _____
5. He/she _____

IF I GET ANGRY WITH ANYONE, THEN:

1. I might _____
2. I will _____
3. I will not _____
4. I will think _____
5. I _____

*Developed by Lynn O'Hern

Exercise 13

✦ Human Rights ✦*

INCLUDE THE

---RIGHT to make mistakes. . . and be imperfect.

---RIGHT to refuse requests without having to feel guilty or selfish.

---RIGHT to judge your own behavior and to take the responsibility for your actions.

---RIGHT to offer no reasons or excuses for justifying your behavior.

---RIGHT to change your mind.

---RIGHT to feel and express feelings, including anger, as long as you don't violate other's rights.

---RIGHT to be competitive and to achieve.

---RIGHT to enjoy rest and leisure.

---RIGHT to have your needs considered as important as other's.

---RIGHT to arrange your own priorities.

---RIGHT to have your opinions respected.

---RIGHT to be independent.

---RIGHT to say "I don't know" or "I don't care."

---RIGHT to get what you pay for.

---RIGHT to ask for information from professionals.

---RIGHT to decide when to be assertive.

---RIGHT NOT to be responsible for other's attitudes/feelings.

*ADAPTED IN PART FROM: When I Say "No", I Feel Guilty, by Manual Smith.

Exercise 14

HOW TRUSTING ARE YOU?*

Ask yourself whether you lean more toward agreement or disagreement on the statements below. Mark the blank with an A if you tend to agree with the statement or a D if you tend to disagree with it:

_____1. It seems to me that most people need a lot of controls to keep them on the right track.

_____2. It is easy for me to take risks in my life.

_____3. There are large areas of myself that I don't share with other people.

_____4. I almost always feel very good about myself as a person.

_____5. I often go along with others simply because I feel a sense of obligation to them.

_____6. In most life situations, I feel free to do what I want to do.

_____7. If I showed my real innermost thoughts to most people, they would be shocked.

_____8. I feel that no matter what I might do people generally would accept and understand me.

_____9. I feel that I have to keep myself under "wraps" in most life situations.

____10. In an emergency, most people act in caring and effective ways.

____11. It seems to me that most people live in fear.

____12. I feel little need to cover up the things I do and keep them from others.

____13. If I did what I really wanted to do in life, I would be doing different things from what I am now doing.

____14. I find that people are usually willing to help me when I want help or ask for it.

____15. My relationships with most people are objective and impersonal and appropriate to our role.

____16. Most of my friends know my most private and significant feelings and opinions.

(continued)

Exercise 14, continued

UNDERSTANDING TRUST*

Trust is more than confidence; it means being "in comfort" with another. Trust is the catalyst for any human process of change. It is the opposite of fear. Fear is the major obstacle. When trust is high relative to fear, people relate well and change naturally in helpful ways. Creating the climate of trust is a matter of (1) being aware of self; (2) being willing to open and share ourselves with others; (3) being willing to determine for ourselves what is right and ask for what we want and need; and (4) relating and accepting others to do the same thing. At the same time it means reducing fear behaviors: (1) being impersonal and always playing roles; (2) being closed; (3) being manipulative; and (4) dependent and unaccepting of others. Trust gentles our view of change and problems and creates trust in others, making us less fearful and more enriched and fulfilled.

The previous Trust Test is scored as follows:

(1) Self-awareness: If marked A for 4 and 8 and Disagree for 11 and 15, you are probably in a high-trust state and are likely to trust yourself, be personal with others, have a well-formed sense of being and uniqueness and feel good about yourself;

(2) Openness: If marked A for 11 and 16 and D for 3 and 7, you are probably willing to open up, live your life openly, show who you are to others, and express your feelings and attitudes with little pretense or cover-up.

(3) Realization: If marked A for 2 and 6 and D for 9 and 13, you are probably fulfilling your own inner wants and needs, taking risks, doing what you really want to do and have a high sense of self-realization.

(4) Inter-dependence: If marked A for 10 and 14 and D for 1 and 5 you are probably inter-relating well with others, enjoy working with, helping, meeting others and enjoy being helped by others.

To be in a low state of trust you might feel distrustful, have a low sense of self; feel vulnerable and unsafe in life, and leave large areas of unshared areas hidden; believe in the necessity of meeting expectations of others and doing what they are supposed to do; and feel competitive, dependent or unable to enjoy working with others in an interdependent way.

Trusting becomes a process of beginning with self: learning what it is like to know ourself; begin sharing with others, learning how to ask for what we want and need; and then being aware of others and their needs.

*ADAPTED FROM: Jack R. Gibb's Trust: A New View of Personal and Organizational Development, 1978.

Exercise 15

VALUES*

EVERYONE IS FOR VALUES. We are told which are the right and good values. Lip service is paid to values, while our behavior often contradicts them. Therefore we have "religious" people who love their neighbor on the Sabbath, and spend the rest of the week fighting/ignoring them. And we have patriots who deny freedom of speech to any dissenters whose concept of patriotism is different from theirs.

We have one set of SHOULDS and SHOULD NOTS from our parents. The church often suggests another. Our friends and peer groups offer still other values. And then, for more confusion, the value conflicts from opposing political groups, newspapers, commercials, etc... Bombarded by all these influences, we are ultimately left to make our own choices about whose advice or values to follow; OR, we give up our right to choose and make others responsible for our choices.

Values simply don't transmit, and they cannot be taught. They CAN be learned, however. Values clarification is a PROCESS which helps people arrive at AN answer. The process is not concerned with AN ultimate set of values (that is for YOU to decide); it does stress a method to help you determine the content and power of your own set of values. It is a self-audit, and inventory of soul and spirit. A tool to help you freely decide between alternatives or among varied choices. A method to help you make a decision, to act, to determine what has meaning to you.

"Before something can be a full value, it must meet the following criteria. It must be:

1. Chosen freely
2. Chosen from among alternatives
3. Chosen after due reflection
4. Prized and cherished
5. Publicly affirmed
6. Acted upon
7. Part of a pattern that is a repeated action."*

The less we understand about values, the more confused our lives are. The more we understand about values, the more able to make satisfactory choices and take appropriate action!

*ADAPTED FROM Sidney Simon, Values Clarification

Exercise 15, continued

VALUES -- ACTIVITIES

1. List 5 values of high importance to you. Put in the 5 areas marked *.
2. Turn paper and write 5 ways you spend the majority of time, in areas marked o in any given week - work, child care, religious activites, sports, etc.
3. Mark in the 25 squares an X where the activity corresponds to the values - if spirituality is a value, mark an X where religious activities and spirituality meet; if caring for others is a value, mark an X where child care, being a friend, taking to others, etc. meet. Mark as many squares as you can.
4. Count your X's. There are 25 possible. If you have 20-25, you probably live your life feeling fairly satisfied with what you do and what you believe. If you have less than 10, you may feel what you do has little meaning to you and feel unsatisfied with life.
5. WHAT ARE YOU GOING TO DO TO CHANGE THE FEELING OF UNSATISFACTION--TODAY???

VALUES

*					
*					
*					
*					
*					
ACTIVITIES	o	o	o	o	o

-Source Unknown

Exercise 16

PART II

ROLE RE-STRUCTURING *

Begin now to re-structure the roles you have (or would like to have) in your life:

A. In the order of their value to you

B. By stating them as follows:

I am a person who is sometimes a _____

I am a person who is sometimes a _____

I am a person who is sometimes a _____

Continue to add as many as you feel important:

_____

_____

_____

*Developed by Cecilia Northcutt

FOR PART I, See Exercise 9

Exercise 17

A POEM FOR DISCUSSION

I AM ME *

- Virginia Satir

In all the world, there is no one else exactly like me.
There are persons who have some parts like me,
but no one adds up exactly like me.
Therefore, everything that comes out of me is authentically mine because
I alone chose it.
I own everything about me - my body, including everything it does;
- my mind, including all its thoughts and ideas;
- my eyes, including the images of all they behold;
- my feelings, whatever they may be - anger, joy, frustration, love, disappointment, excitement;
- my mouth, and all the words that come out of it, polite, sweet or rough, correct or incorrect;
- my voice, loud or soft;
- and all my actions, whether they be to others or to myself.

I own my fantasies, my dreams, my hopes, my fears.
I own all my triumphs and successes, all my failures and mistakes.
Because I own all of me, I can become intimately acquainted with me.
By so doing I can love me and be friendly with me in all my parts.

I can then make it possible for all of me to work in my best interests.
I know there are aspects about myself that puzzle me, and other aspects about myself that I do not know.
But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.
However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me.
This is authentic and represents where I am at that moment in time.
When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting.

I can discard that which is unfitting, and keep that which proved fitting, and invent something new for that which I discarded.
I can see, hear, feel, think, say and do.
I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me.
I own me, and therefore I can engineer me.
I am me
and I AM OKAY.

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SECTION I

PART 2

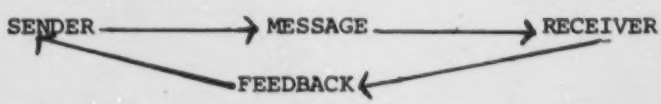
COMMUNICATIONS

PART 2

COMMUNICATIONS

New Beginnings includes a section on communications because of the belief that it is the key for any person to exist creatively in any social system. It has also been shown that for any person to move from one structure into a foreign environment, communications is the means by which that effectively can be done. The displaced homemaker is usually moving or attempting to move from the structure of the role of homemaker and all that entails into a new environment of an independent, work-oriented human being. While the first Part of Section I dealt with who that displaced homemaker is, Part 2 will hopefully facilitate that movement from knowledge about self to sharing that self with another, or a group of persons, including remaining family members, and new social peers.

There is no way not to communicate. It is a process of sending a message which is received by someone else. It can be both verbal and non-verbal. Complete communication occurs if the sender's message is received and "feedback" is given to the sender by the receiver and acknowledged by the sender as in the following diagram:



All three parts of the communication, sender, receiver and feedback are of utmost importance, without which is less than effective communications. The following exercises are designed to discuss the sender, including a variety of "I" messages, the receiver whose main function is listening, and the feedback including paraphrasing, listening and describing behavior and feelings.

> I must do these things in order to communicate:
> Become aware of you (discover you),
> Make you aware of me (uncover myself),
> Be ready to change during our conversation,
> and be willing to reveal my changes to you.
> For communication to have meaning it must have a life. It must transcend "you and me" and become "us." If I truly communicate, I see in you a life that is not me and partake of it. And you see and partake of me. In a small way we then grow out of our old selves and become something new. To have this kind of sharing I cannot enter a conversation clutching myself. I must enter it with loose boundaries. I must give myself to the relationship, and be willing to be what grows out of it.
>
> - Hugh Prather

Exercise 1

WHO OWNS THE PROBLEM?*

One of the hardest things for women, and many times men to do is identify who, in fact, owns the problem. Who is it that should be taking responsibility for the problem? Who really owns the problem? We have been taught that we should nurture, care and love others - but we have decided that that must mean doing for, feeling for, taking over and in fact putting down others because by saying that "I must take care of this problem, even if it is yours," what I am really saying is "You are not capable of handling the problem." It becomes a very disrespectful behavior and one which discourages any change or growth in another person because they are not allowed to discover for themselves the real joy and pain of living.

There are three choices: THE OTHER PERSON: The other's needs are not being met, you may want to help but you do not "own" the problem.
YOU: Your needs are not being met; you are not to be a helper at this point, but to try to get your needs met.
NO PROBLEM: Just concerns or expressions with no need for a solution, no need for anyone to rescue anyone else.

Place an X in the appropriate space after each statement.

1. The person who shares the work space plays a radio at a high volume, making it difficult for you to concentrate. OTHER_____YOU_____NONE_____

2. Your child tells you she is worried about failing an important school test. OTHER_____YOU_____NONE_____

3. Your family often has political debates, such as who is a good leader of our country. OTHER_____YOU_____NONE_____

4. Your friends express disapproval of your going to work or back to school. OTHER_____YOU_____NONE_____

5. A repair shop has failed to meet three consecutive promises to have your car ready. OTHER_____YOU_____NONE_____

6. Your friend complains that you are not spending enough time with her now that you are job seeking. OTHER_____YOU_____NONE_____

7. Your oldest son is "down" and always seems worried and tense. OTHER_____YOU_____NONE_____

8. A person who volunteers with you is constantly late in doing her work which is important for you to get your job done. OTHER_____YOU_____NONE_____

9. Your child fails to come home on time to leave for a dental appointment which you must pay for anyway. OTHER_____YOU_____NONE_____

10. A personnel officer tells you that they do not hire anyone your age. OTHER_____YOU_____NONE_____

RESPONSES SHOULD BE: OTHER: 2,4,6,7,10;YOU; 1,5,8,9;NONE: 3
You may argue on #10, but if that is the policy you probably don't want to be there anyway. REMEMBER, if someone has a problem there is certainly no reason you shouldn't listen, understand, care for and empathize with that person!

*ADAPTED FROM MATERIAL BY: Effectiveness Training For Women, Inc.

Exercise 2

I-MESSAGES *

This exercise includes a description and practice in three types of "I" messages. In communicating, if the sender continually comes from the self with "I" statements, the receiver will not become defensive and feel put down. Only when we continually use "YOU" messages, do we find conflict because one person is then on the defensive.

CONFRONTIVE I-MESSAGES:

Confrontive messages are used when someone else's behavior is already causing you a problem and you have a need to respond. It may be their behavior that is the problem, but you must OWN YOUR UPSETNESS! A confrontive I-message contains a feeling, a description of the other person's behavior and the effects that behavior has on you.

SITUATION: The person who shares your work space plays a radio at a high volume, making it difficult for you to concentrate.

EXAMPLE: When the radio is so loud, I get upset (frustrated, angry, nervous) because I cannot concentrate (get a headache).

Form an I-Message for the following situation:

Your son has been late when you go to pick him after school for the past week which means you are late for work.

I-MESSAGE:

SITUATION: A person who works with you is constantly late in doing her work which makes it impossible for you to get your work done on time.

I-MESSAGE:

RESPONSIVE I-MESSAGES:

Responsive statements are used when we want to say "no" to a request. If done honestly, directly and spontanously, it can be done without damaging relationships. A responsive statement includes the statement "no" and the effects it would have on you.

SITUATION: Your child continues to ask you to pick him up after school.

I-MESSAGE: No, I'm not willing to take the time while I'm looking for a job.

(continued)

Exercise 2, continued

SITUATION: Your church has asked you to do some visiting of new members but you are reluctant because you dislike this type of activity.

I-MESSAGE:

SITUATION: The neighborhood is pitching in some money for a project that you do not care about.

I-MESSAGE:

PREVENTIVE I-MESSAGES:

Preventive messages are used to prevent possible conflict or initiate some desired action. If done early enough and at the appropriate time, it can help us feel more in control of our life and have more influence in our future. It includes the desire and reasons why you want the action.

SITUATION: To the family before any plans for the summer are made.

I-MESSAGE: I want to travel back east this summer to visit my parents because I miss them and feel out of touch with their lives.

SITUATION: To an employer who you have just interviewed with.

I-MESSAGE: I will call you in a week to find out about the job, because I will be in and out of the house and it will be hard for you to reach me.

SITUATION: To a friend who you would like to go to a movie with.

I-MESSAGE:

SITUATION: To your son who is going away to college and you feel he will not keep in touch.

I-MESSAGE:

THESE SERIES OF POSSIBLE I-MESSAGES ARE ONLY A FEW TO PRACTICE WITH, MANY MORE CAN BE DEVELOPED AND PRACTICED COMING FROM THE CLIENT'S OR THE GROUP'S PERSONAL EXPERIENCE.

*ADAPTED FROM: Effectiveness Training for Women, Inc.

Exercise 3

FEEDBACK DISCUSSION*

DESCRIBING FEELINGS:

One important form of communication is identifying and naming feelings. It is important because feelings build trust. Concealed feelings build suspicion and fear. When feelings are share, trust is built. What one person feels is hard for another person to know unless the feeling is named.

Naming the Feeling		Indicating Feelings, Not Naming
I feel EMBARRASED. . .		... not saying anything - silence
I am ANGRY with you. . .	RATHER THAN	... yelling and talking fast
I ENJOY being here. . .		... "you are nice to be with"
I feel very HAPPY. . .		... laughing, loud voice

Naming a feeling means using a feeling word: joy, angry, happy, hateful, embarrassed, pleased, worried, hurt, hostile.

Helpful Hints:

1. When beginning a sentence with "I feel THAT..." THAT usually is followed by what you THINK instead of what you FEEL.

2. If you want to describe a feeling, leave the word THAT out. Look for the verb--are you feeling or thinking.

3. Often practice identifying and describing your feelings when you are not under pressure to do so. When the need arises, you will be more proficient.

4. When listening to another person who does not name feelings, you name it and ask if that is what they are feeling.

Sharing feelings involves RISK. Risk always involves the possibility of winning or losing.

DESCRIBING BEHAVIORS:

Behavior description means to report specific, observable actions of others without placing a value on them or demanding a change. We usually interpret the meaning of another person's actions and react without describing to that person what they are doing. If we misinterpret the intention of the actions, our reaction will be just as confusing to the other person. The other person may not be aware of what they are doing or does not know how you will interpret.

Naming the Behavior	Reacting to Assumptions
I'm hearing your voice get louder...	Don't scream at me...
You are pacing back and forth. . .	Why are you so nervous?
You have been sitting quietly. . .	You sure are withdrawing today

As in describing feelings, be specific in describing the exact behavior and allow the other person to interpret what it means to them. Then you can react with the feelings that you have because of that behavior.

Exercise 3, continued

PARAPHRASING:

Paraphrasing is restating in your own words that which you heard the other person say. After you paraphrase, the speaker can affirm that you understand or can see that you do not understand and will attempt to clarify the idea.

Paraphrasing - Allows the speaker to know you are listening and are interested.
- Shows you understand or not.
- Helps the speaker clarify thoughts.
- Keeps the conversation on the subject, encourages further discussion.
- Gives you time to think clearly.

Use paraphrasing - Often, to be sure you understand.
- In a crisis, when someone is excited, overwhelmed, angry, etc.
- You are unsure what to say, and need time to think.
- When someone shares a problem, explores ideas instead of gives advice.

Paraphrasing	More common response
You seem very upset. . .	You don't have any reason. . .
I hear a lot of frustration. . .	Well, if you would try this. . .
It sounds like you are very angry. . .	You know what I would do?
You are really happy about that. . .	That never happened to me!

FEEDBACK:

Feedback is two or more persons agreeing to give and receive reports about their reactions to specific behaviors of the other. It is positive and negative. The value in feedback lies in seeing yourself as others see you.

Helpful Hints:

1. Be descriptive, not interpretive; only the facts, not your assumptions.
2. Share yourself, be helpful; Respond to actions, check your motives.
3. Report recent happenings; don't delve into the past.
4. Appropriate timing; be sensitive to the most helpful time.
5. Make change possible, not demanded; allow others to make the decision.
6. Give no more than has been requested; maybe listening is enough.

Most of us have not been taught and the correct ways have not been modeled for us in all areas of feedback. Exercises can be developed using descriptions of feelings and behavior and paraphrasing the specific individual situations of displaced homemakers. Take the normal, common responses and change them into the more appropriate response. Notice that many of the feedback examples also use "I" messages. The more we can "own" our responses, feelings, etc., the more effective communications will be.

*ADAPTED FROM MATERIAL BY: Training Enterprises - New Techniques

Exercise 4

LISTENING *

The saying "Don't listen with your answer running," says it all. So many times we are so intent in having OUR say, so impatient for the other to finish, we hardly hear the other person. Listening is a key to effective communications. It is more than listening with our ears to words that are being said, it is also being aware of the feelings and non-verbal communication of another. It is to be tuned into another and willing to be Present with that person. Listening is more than hearing. Hearing is a natural response, listening is a learned one.

PRACTICING ACTIVE LISTENING:

In each of the following, someone else tells you of a concern. First, be aware of what the other person is feeling and second, write an INITIAL response that tells the other person what you heard were the facts and the feelings.

Example: "I can't ever do anything right. I'll never be any good."
Response: You sound angry for making a mistake. OR
You sound upset because you feel you'll never do well.

1. "None of the kids want me to play with them. What's wrong with me?
   Response:

2. "I've been away from work for so many years, no one will ever hire me."
   Response:

3. "I hate school. I'm never going back."
   Response:

4. "I can't do anything. I haven't been out of the house for years."
   Response:

5. "This dress looks terrible on me. I don't know why I wear it."
   Response:

6. "I don't know what I'm going to do. I have no money to pay my car insurance."
   Response:

7. "They just offered me a job!"
   Response:

8. "I'm going to have to move out of my home that I've lived in for 15 years."
   Response:

*ADAPTED FROM MATERIAL BY: Effectiveness Training for Women, Inc.

CLOSING

BEING REAL

Communications is really a matter of sharing ourselves with another and accepting the other person where they are at at that particular time. The heart of it seems to be in being able to take the risk to be REAL and accept the REALNESS of another in whatever form that takes at that particular time. The Skin Horse in the Children's story The Velveteen Rabbit explains to the Velveteen Rabbit when the rabbit asks:

"What is Real?"

"Real isn't how you are made," said the Skin Horse, "It's a thing that happens to you."

"Does it hurt?" said the Rabbit.

"Sometimes," said the Skin Horse, "When you are Real you don't mind being hurt."

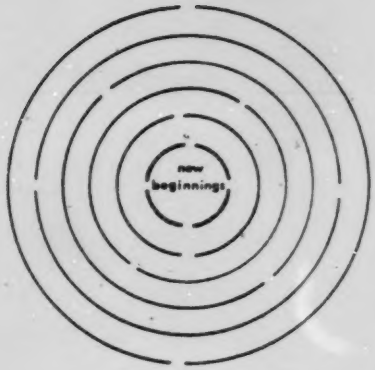
"Does it happen all at once, like being wound up," he asked, "or bit by bit?"

"It doesn't happen all at once," said the Skin Horse. "You become. It takes a long time. That's why it doesn't often happen to people who break easily, or have sharp edges, or who have to be carefully kept. Generally, by the time you are REAL, most of your hair has been loved off, and your eyes drop out and you get loose in the joints and very shabby. But these things don't matter at all, because once you are REAL you can't be ugly, except to people who don't understand,"

From The Velveteen Rabbit
BY Margery Williams Bianco

SECTION II

CAREER SELECTION



CAREER SELECTION

What is a Career?

Doubleday says it is one's lifework (employment) or the course of progress of one's life or lifework. A CAREERIST is defined as a person "chiefly or excessively concerned with advancing himself professionally." Webster defined career as a "field of pursuit of consecutive progressive achievement, especially in public, professional, or business life or a profession for which one trains and which is undertaken as a permanent calling."

There is a tendency to define career and job or occupation as one and the same. The concept of individuals undertaking ONE job that will last them a lifetime does not allow for the changing society in which we live. Nor does it allow for the change that occurs with individuals and their circumstances within this changing society.

Our definition of career is that work that is an integral part of one's life; a field of pursuit of consecutive progressive achievement that meets the major needs/priorities of an individual.

PART 1

INTEREST AND SKILL REVIEW

Typically, women have believed (and often been encouraged to do so) that they are important ONLY in relationship to others and how they can help or "do for" others. When this primary source of identity and importance is removed...either through loss of children and/or loss of spouse...they may believe that they HAVE nothing, and ARE nothing.

Therefore, it is very important to precede the Interest and Skill Review with as much positiveness and bolstering of self-concept as possible. Only when individuals have begun to change from their negative self-concept, does the process of examining interests and skills become less horrifying and threatening!! And only then is some amount of objectivity and positive self-feeling possible. Objectivity and positive feelings are an IMPORTANT part of examining interest and skills.

Because many people negate or minimize the skills involved in homemaking, it seems more encouraging to begin this process via interests. Also, at this point, there may still be some negative feelings (as associated with a past identity) attached to these skills.

It is important to encourage women who have been predominately "other" focused to begin to identify their own (and often long ignored) interests. This may take some prompting and supportive confrontation. Too often women have had their interests negated by others as being "silly" or "unrealistic." As a result they may immediately rule out these interests as a source of information for career exploration. JUST BECAUSE YOU ARE INTERESTED...AND THINK YOU CAN'T DO IT, DOESN'T MEAN YOU CAN'T DO ANYTHING!

Objectivity is important in the process of interest and skills review. Many people tend to assume that if they have not had some experience in a particular area of interest, then their interest is useless, or a fantasy. Also women often lack confidence in their own judgement of their feelings and interests. It is vital to stress the importance of individual interests and their relationship to a well-rounded life. . . as well as a pleasureable, productive career.

It will be helpful to stress the importance of examining interests as a way of providing more choices; that there is no "judgement" involved in what a person finds interesting - either from the counselor or the client.

As in Section I, Part 1, we are including a brief description of each of the exercises in this part in order to more easily facilitate your choice of specific exercises for specific situations.

1. Fantasy - Week of Delight
   The fantasy exercise will help encourage awareness of the things and activities people actually desire within one's life framework. Helps in the realization of many self-imposed restrictions.

2. Fantasy - Money Is No Object
   This fantasy helps (temporarily) remove the greatest restriction--lack of finances. May prompt some long-ignored desires to surface.

Continued

3. 15 Things I Like To Do
   Reality oriented activity to look at various interests in life. A useful tool for capitalizing on individual interests.

4. I Have
   An exercise that encourages an objective evaluation of past experiences. Relates "taken for granted" home responsibilities to "working" vocabulary.

5. Successes
   Helps create specific awareness of things successfully accomplished PLUS identifying what criteria makes an event "successful."

6. My Winning Strengths
   Word list of characteristics that help in the value/achievements clarification. Will help later by providing additional words for use in resume preparation.

7. Things That Interest Me
   A comprehensive list of occupations to be used in an INTEREST inventory. Directions provide specific instruction; if followed can be very illuminating to areas of interest.

8. Data-People-Things Tally Sheet
   More interest clarification, addressed to the specific catagories of Data, People, Things. Provides additional clarification of specific interests.

Exercise 1

FANTASY - WEEK OF DELIGHT*

Assume a comfortable position - relax - and as you slowly close your eyes, visualize yourself sometime in the future. The time is when you want it to be:

How do you want to look? (REMEMBER THIS IS YOUR FANTASY)

What is the climate like?

What is the general geographic area?

Think about the physical setting, imagine where you are,
Who is with you?
What are you doing?

Fill in your whole week of delight!!!

It is most effective to have the individual or group comfortable, close their eyes and you explain the above in slow, gentle voice. When you bring them back have them explain what they did during that week, being aware of those things that they would do if possible, that they are not doing presently.

A FANTASY IS A DREAM ---- AND WITHOUT DREAMS, WE WITHER.

*ADAPTED FROM: Meeting Yourself Half-Way, by Sidney Simon

Exercise 2

FANTASY - MONEY IS NO OBJECT*

As you relax and begin to move your mind from the present and its problems; imagine yourself in the future, the near future. Imagine that you have just received an enormous sum of MONEY. You realize that now, MONEY IS NO OBJECT, you can do whatever you would like. Any of the things you have always wanted or wanted to do, are within your reach now. You have enough MONEY to last the rest of your life (with enough extra to float a loan to the Rockefeller Foundation).

What kinds of things will you do?

How will you spend your time?

What will your life be like?

*Developed by Cecilia Northcutt

Exercise 3

15 THINGS I LIKE TO DO

1. List the 15 things you most love to do. They can be big or little.
2. On the left hand side of your list, mark the following:

   $ - beside any one that costs more than $5.00.
   A - beside any one that you prefer to do alone.
   P - beside any one that you prefer to do with others.
   A/P- beside any that you enjoy doing equally alone or with others.
   52 - beside any that you would enjoy doing once a week.

   RANK THE FIVE MOST IMPORTANT. #1 will be the MOST important and #5 will be the LEAST important.
3. On the right side of your list, indicate when (date) you last did this.

_____1. _____ / _____

_____2. _____ / _____

_____3. _____ / _____

_____4. _____ / _____

_____5. _____ / _____

_____6. _____ / _____

_____7. _____ / _____

_____8. _____ / _____

_____9. _____ / _____

_____10. _____ / _____

_____11. _____ / _____

_____12. _____ / _____

_____13. _____ / _____

_____14. _____ / _____

_____15. _____ / _____

-Source Unknown

Exercise 4

I HAVE. . . *

Evaluate your past experience according to the following scale:

1 = not at all 2 = some 3 = quite a lot 4 = a lot

	How Often?	How Well?	How much Enjoyed?
RESPONSIBILITY			
I have taken responsibility in making family decisions.	____	____	____
I have taken full responsibility for the handling of financial matters.	____	____	____
I have completed assigned home, community, professional business tasks within the necessary time limits.	____	____	____
I have seen my projects through from the beginning to end even though I may have felt bored or frustrated.	____	____	____
I have gone beyond my own convenience to complete a job as promised.	____	____	____
I have taken full responsibility for the satisfactory completion of some major repair or renovation.	____	____	____
I have volunteered to take a responsible role in community affairs.	____	____	____
EFFICIENCY			
I have established systems, either formal or informal, to handle daily work tasks.	____	____	____
I have accomplished assigned tasks within appropriate limits.	____	____	____
I have schedule errands and arranged chores to avoid needless wastes.	____	____	____
I have kept my appointments on time.	____	____	____
I have managed budgets to meet family or community needs.	____	____	____
I have organized other people's efforts for maximum effectiveness.	____	____	____

(continued)

Exercise 4, continued

	How Often?	How Well?	How much Enjoyed?
RESOURCEFULNESS			
I have improvised in emergency situations.	____	____	____
I have been capable of obtaining information when necessary.	____	____	____
I have found solutions to problems in the family or in the community.	____	____	____
I have developed skills on my own.	____	____	____
I have been able to ask for assistance or direction when necessary.	____	____	____
FLEXIBILITY			
I have been able to adapt to unexpected guests for dinner or sudden changes in schedules.	____	____	____
I have set aside my own plans when a member of my family needed me.	____	____	____
I have changed direction on a project that I'd planned when a better idea was suggested.	____	____	____
I have changed my opinion about something when a good argument was given.	____	____	____
I have been comfortable with open-ended situations.	____	____	____
I have been able to leave one task half-done when a more important one arrives.	____	____	____
I have been able to adapt to changing styles and attitudes of those with whom I am closely associated.	____	____	____
COOPERATION			
I have been able to accept another's decision even when it contradicts mine.	____	____	____
I have worked with others in committee or group activities.	____	____	____
I have been able to work for, or under the direction of someone else.	____	____	____
I have accepted criticism of myself with thoughtful concern.	____	____	____
I have successfully communicated my ideas to others.	____	____	____

(continued)

Exercise 4, continued

	How Often?	How Well?	How much Enjoyed?
I have understood when to assert my opinion and when to hold back.	____	____	____
I have made suggestions which others considered important or valuable.	____	____	____
I have been able to work, when necessary, with persons I didn't like.	____	____	____
JUDGEMENT (being objective, sensible) I have set appropriate work priorities at home.	____	____	____
I have set work priorities on a community project.	____	____	____
I have delegated work to others.	____	____	____
I have kept confidences.	____	____	____
I have argued or kept silent according to the needs of the moment.	____	____	____
I have used discretion in long-range goals setting.	____	____	____
I have evaluated my own work realistically.	____	____	____
I have recognized what was easy and what was hard for me.	____	____	____
I have understood work demands and assessed the feasibility of meeting them.	____	____	____

A SMALL EXERCISE IN ARITHMETIC WILL HELP YOU TO VISUALIZE HOW YOU RATE in terms of a professional attitude. Average your scores, in each column, for each of the six characteristics. Then fill in the graphs below.

	How Often?	How Well?	How much Enjoyed?
RESPONSIBILITY	_____	_____	_____
EFFICIENCY	_____	_____	_____
RESOURCEFULNESS	_____	_____	_____
FLEXIBILITY	_____	_____	_____
COOPERATION	_____	_____	_____
JUDGEMENT	_____	_____	_____
	LOW HIGH	LOW HIGH	LOW HIGH

*ADAPTED FROM MATERIALS BY: Carolyn Desjardin, Mesa Community College

Exercise 5

SUCCESSES

1. Divide your life up until the present into three chapters. The span of years will be what seems most appropriate to you.
2. On the following chart, in the left hand column, list 12 successes or accomplishments in your life that were important TO YOU--they don't have to be of world-shaking magnitude, no one else may even know you did it, make sure it is important TO YOU.

	SUCCESSES	A	B	C	D	E	F	G	H	I	J	BEST !
CHAPTER 1:												
CHAPTER 2:												
CHAPTER 3:												

Write one success during the past week:

Write two anticipated successes in the coming few weeks:

(go on to next page)

Exercise 5, continued

3. Now, check each success against the list below. Put a check under each column(s) that apply. Check all of the columns for each success that are appropriate for you.

COLUMN	DESCRIPTION
A	I used skill and knowledge
B	I was free to decide what I did or how I did it
C	I influenced someone or got them to do what I wanted them to
D	I helped someone else do something important to them
E	I met a challenge or had an adventure
F	I increased my self-respect
G	I received money or its equal
H	I received love and acceptance from my family or friends
I	I learned something new
J	I received recognition, support, or respect from others

4. After checking each success, and marking the appropriate columns, look at the checks for each success, decide which column holds the most importance FOR YOU. Put that letter in the BEST column.

Mark each success in this manner. Look at the letters in the BEST column and you may see a pattern of values and/or what holds importance for you.

5. YOUR DEFINITION: A successful experience FOR ME involves:

-Source Unknown

Exercise 6

MY WINNING STRENGTHS *

STEP 1: Put a check / beside each word or phrase that describes you, whether it is all the time or just part of the time. If you have difficulty seeing positive descriptions of yourself, imagine a close friend describing you.

STEP 2: After checking your strength words, look at the number that goes with each word. Make a tally mark on the tally list at the bottom for each time you checked a word for that given number.

STRENGTH WORD LIST

13 busy	8 strong-willed	7 organizer	8 confident
3 kind	16 motivated	14 tactful	16 tireless
9 artistic	5 admirable	10 committee	13 industrious
4 careful	11 disciplined	15 spontaneous	3 thoughtful
13 convincing	8 self-reliant	7 commanding	9 expressive
3 friendly	16 persistent	14 tolerant	4 settled
9 gentle	6 neat	10 goal-directed	13 persuasive
4 loyal	12 caring	15 progressive	3 affectionate
5 distinctive	2 thinker	5 sharp	9 graceful
11 perfectionist	1 clever	11 capable	4 reliable
8 self-determined	6 exact	8 certain	7 leader
16 pursuing	2 well-informed	5 looked up to	10 growing
5 dignified	1 creative	11 dedicated	14 eager
11 ambitious	6 orderly	8 courageous	15 active
8 individualistic	12 outgoing	16 consistent	13 influential
16 steadfast	2 searching	5 honorable	3 giving
5 poised	1 original	11 productive	9 appreciative
11 competent	7 fair-minded	8 determined	10 growing
14 considerate	5 respected	7 planner	14 unselfish
10 fulfilled	15 flexible	11 efficient	10 self-aware
15 likes new ideas	7 manager	14 cooperative	10 self-directed
15 open-minded	7 forceful	14 dependable	10 adjusted
1 talented	2 inquiring	12 comforting	6 predictable
1 witty	2 intelligent	12 sociable	6 practical
6 systematic	12 encouraging	2 curious	1 unique
12 trust-worthy	1 imaginative	15 adaptable	6 precise

1._____	5._____	9._____	13._____
2._____	6._____	10._____	14._____
3._____	7._____	11._____	15._____
4._____	8._____	12._____	16._____

Using those numbers, you can convert the strengths into strength values:

1= creativity	2= knowledge	3= relating	4= security
5= prestige	6= order	7= leadership	8= independence
9= beauty	10= self-realization	11= achievement	12= social service
13=economic reward	14= cooperation	15= variety	16= endurance

Write the 5 strength values that have the highest number of marks below:

STRENGTH VALUES: _____

*ADAPTED FROM MATERIAL BY: Placement Services, University of Arizona

Exercise 7

THINGS THAT INTEREST ME*

Interest Finder Instructions:

Hand out Interest Finder Sheets, keep face down until after instructions.

Step 1. Checking for Interests: Go through the list of occupations, as quickly as possible, and check each occupation that LOOKS INTERESTING. Do not evaluate these occupations in any way, do not judge your capabilities at this time. CHECK FOR INTEREST ONLY. Allow time for checking, stop and ask if there was any difficulty checking interest without evaluating.

Step 2. Level of Interest: Now, go back and look at each occupation you checked and give each one a rating of interest level as follows:

4 = most interest 3 = very interesting
2 = somewhat interesting 1 = interesting

Step 3. Looking for Patterns: Now make a list of all of the occupations that you rated a 4. Then make a list of occupations you rated 3. STILL MAKE NO JUDGEMENT OR EVALUATIONS. Taking a look at these two groups of occupations, notice:

What are the similarities of the 4 group?
Are there any occupations that surprise you?
Are there any that seem not to "fit" with the others?
Do you know everything there is to know about these occupations?
Would you like to know more?

Step 4. Repeat step 3 with the second group (rated 3).
STILL MAKE NO JUDGEMENTS OR EVALUATIONS.

Step 5. Select two or three occupations from the 4 group (or if there is a strong desire, from the 3 group) for further investigations.

Step 6. Investigation: Investigate these occupations to determine the following:

A. What kind of training is required for work in this field?
B. What kind of work environment could I expect to find?
C. What is the salary range?
D. What is the job outlook for the next 5-10 years in this occupation? In this community, state or region?
E. What are the major advantages of this occupation?
F. What are the major disadvantages of this occupation?
G. How does this occupation fit with my own needs, values and priorities?

To gather this information, use as many different sources as possible, but be sure to include information from personal interviews and the Occupational Outlook Handbook.

Step 7. AFTER investigation is complete, evaluate the information gathered. Which occupation fits best with my own value system? How many alternatives do I have? Which would best fit my needs? Which one's do I choose?

*Process Developed by Cecilia Northcutt

INTEREST FINDER*
Now, THIS looks interesting!!

Exercise 7, continued

___Radio Operator (003.187)
___Electrician (820.281)
___Miller/Foreman (521.130)
___Jeweler (700.281)
___Power Plant Operator (950.782)
___Powerhouse Repairman(631.281)
___Skilled Tradesman
___Tool and Die Maker (601.280)
___Glazier (638.281)
___Loom Fixer 683.280)
___Baker (526.781)
___Cook (315.381)
___Filling Station Attendant (915.867)
___Heat Treater (504.782)
___Optician (713.381)
___Welder (812.884)
___Wire Drawer (614.782)
___Offset Press Operator (651.885)
___Automotive Engineer (007.081)
___Mechanical Engineer (007.081)
___Engineer, Mining (010.081)
___Civil Engineer (005.081)
___Industrial Engineer Technician (012.288)
___Mechanical Engineer Technician (007.131)
___Aircraft Mechanic (621.281)
___Air Traffic Controller (193.168)
___Automobile Mechanic (620.281)
___Watch Repairer (715.281)
___Draftsman (017.281)
___Electroplater (500.380)
___Garage Foreman (620.131)
___Farmer (Rancher) 421.181)
___Lineman (tel. & Tel.)(822.381)
___Loom Changer (683.380)
___Machine Repairman (600.280)
___Machinist (600.280)
___Maintenance Worker (899.281)
___Milwright (638.281)
___Mechanic,Radio (823.281)
___Mechanic (600.280)
___Plumber (862.381)
___Sheet Metal Man (804.281)
___Automobile Body Repairer (807-381)
___Compressor House Operator (953-782)
___Engraver, Machine (704.884)
___Forging Press Operator(611.782)
___Heavy Equipment Operator (859.883)
___Roofer (866.381)
___Upholsterer (806.887)
___Logger (940.884)
___Machine Operator
___Tool Crib Attendant (223.387)
___Load Checker (952.387)
___Stone Cutter (771.281)
___Turret Lathe Operator (604.380)
___Elevator Mechanic (829.281)
___Locksmith (709.281)
___Nuclear Reactor Technician (015.380)
___Nursery man (406.168)
___Roller (613.782)
___Printer (651.782)
___Shipping/Receiving Clerk (222.387)
___Structural Steel Worker (801.781)
___Tire Builder (750.884)
___Shoe Repairer (365.381)
___Teamster (919.883)
___Grounds Keeper (407.884)
___Blacksmith (610.381)
___Fireman,Locomotive (910.383)
___Gas Main-Fitter (862.381)
___Molder (Foundry)(518.381)
___Pipeman (862.381)
___Railroad Conductor (196.168)
___Barber (330.371)
___Butcher (316.884)
___Police Officer (375.268)
___Detective (376.868)
___Coal Equipment Operator (922.883)
___Fire Fighter (373.884)
___Streetcar Operator (913.363)
___Taxicab Driver (913.463)
___Chauffeur (913.883)
___Waitress (Waiter)(311.878)
___Soda Fountain Clerk (319.878)
___Laborer,Guard, Janitor, Watchman, Warehouseman
___Parking Lot Attendant (915.878)
___Bill Collector (240.368)
___Elevator Operator (388.868)
___Stockman (929.887)
___Kitchen Helper (318.887)
___Vocational Agriculture Teacher (091.228)
___Gas Appliance Serviceman (637.281)
___Weaver (683.782)
___Knitter (685.885)
___Laundress(Laundryman)(302.887)
___Maid (323.887)
___Air Conditioning Engineer Mechanic (637.281)
___Shop/Plant Foreman (530.132)
___Ship Plot (197.133)
___Trackman (869.887)
___Fish and Game Warden (379.168)
___Railroad Engineer (910.383)
___Cattle Rancher (413.181)
___Crater and Packer (920.884)
___Railroad Brakeman (910.884)
___Stock Clerk (223.387)
___Fisherman (431.884)
___Surveyor (081.188)
___Instrument Mechanic (710.281)
___Motion Picture Projectionist (960.382)
___Typewriter Repairer (633.281)
___Carpenter (860.381)
___Painter (House, Building, Equipment) (840.781)
___Rodman (018.587)
___Boilermaker (805.281)

Exercise 7, continued

___Foreign Service Officer (188.118)
___Recreation Director (187.118)
___Business Agent,Labor Union(187.118)
___Executive Housekeeper (187.168)
___Public Health Service Officer (187.118)
___Theatre Manager (187.168)
___Caterer (187.168)
___Liquor Store Manager(187.168)
___Restaurant Proprietor (187.168)
___Order Service Correspondent (204.288)
___Ticket Agent (919.368)
___Baggageman(Motor Transportation) (358.878)
___Extension Agent (096.128)
___Athletic Coach (099.228)
___Physical Education Teacher (153.228)
___Building Superintendent (187.168)
___Housekeeper (321.138)
___Occupational Therapist (079.128)
___Governess (099.228)
___Athlete (153.348)
___Houseparent (359.878)
___Ward Attendant (359.878)
___College Professor (090.228)
___Political Scientist (051.088)
___Social Scientist
___Sociologist (054.088)
___Professional Nurse (075.378)
___Social Worker (195.108)
___Group Worker (195.108)
___Rehabilitation Counselor (045.108)
___Director Social Service (195.118)
___Compensation Advisor (169.118)
___Dorm Director (045.108)
___Employment Representative (166.268)
___Funeral Director (187.168)
___Interviewer (166.268)
___Job Analyst (166.088)
___Chamber of Commerce Executive (187.118)
___Employee Benefits Approver(166.168)
___Food Service Manager (319.138)
___Bartender (312.878)
___Host/Hostess(Hotel,Tearoom,etc.) (310.868)
___Industrial Engineer (012.188)
___Farm Manager (409.168)
___Contractor (182.168)
___Warehouse Manager (184.168)
___Postmaster (188.168)
___Salesperson,Technical Products (284.258)
___Market Analyst (050.088)
___Banker (186.118)
___Grain Buyer (162.168)
___Insurance Underwriter (169.188)
___Real Estate Appraiser (191.287)
___Buyer (Purchasing Agent)(162.158)
___Real Estate Salesperson (250.358)
___Supervisor,Ticket Sales (912.138)
___Florist (Dealer)(162.158)
___Art Goods Dealer (162.158)
___Furniture Dealer (162.158)
___Building Inspector (168.168)
___Personnel Director (166.118)
___Dietitian (077.168)
___Politician
___Social Science Teacher (091.228)
___YMCA Physical Director (195.168)
___YMCA Secretary (195.168)
___Parole Officer (195.108)
___Podiatrist (Foot Doctor)(079.108)
___Physical Therapist (079.387)
___Therapist
___Home Economist (096.128)
___Housewife
___Home Economics Teacher (091.228)
___Foreign Language Teacher (091.228)
___Speech Teacher (091.228)
___Teacher
___Cosmetologist (332.271)
___Electrologist (339.371)
___Hair Stylist (332.271)
___Manicurist (331.878)
___Minister (Priest)(120.108)
___Elementary Teacher (092.228)
___Librarian (100.168)
___Special Education Teacher (094.228)
___Speech and Hearing Clinician (079.108)
___Dental Assistant (079.378)
___Dental Hygienist (078.368)
___Licensed Practical Nurse (079.378)
___Administrative Assistant (169.168)
___Branch Manager (186.118)
___Director,Industrial Relations (166.118)
___Employment Interviewer (166.268)
___Government Official
___Insurance Manager (186.118)
___Manager/Administrator
___Operations Manager (184.118)
___Manager, Restaurant/Bar (187.168)
___Personnel Assistant (166.118)
___Personnel Manager (166.168)
___Personnel Recruiter (166.268)
___Production Manager (183.118)
___Salary & Wage Administrator (169.118)
___Sales Manager (163.118)
___Traffic Manager (184.168)
___Business Manager (191.118)
___Labor Arbitrator (169.118)
___Office Manager (169.168)
___Customer Services Manager(912.138)
___Apartment House Manager (186.168)
___Insurance Investigator (191.268)
___Demonstrator (297.458)
___Dispatcher, Motor Vehicle (919.168)
___Peddler (Huckster) (291.858)
___Sales Clerk (290.478)
___Salesperson
___Director of Admin.Services (195.118)
___Systems Analyst,Business EDP (012.168)
___Director, Compensation & Benefits (166.168)
___Life Insurance Salesperson(250.258)
___Manpower Adviser (166.168)
___Encyclopedia Salesperson
___Automobile Dealer (185.168)
___Gas Station Manager (185.168)
___Gift Shop Manager (185.168)

Exercise 7, continued

___Economist (050.088)
___Internist (Physician)(070.108)
___Anthropologist (055.088)
___Astronomer (021.088)
___Pathologist (070.108)
___Physicist (023.081)
___Chemist (022.081)
___Production Planner (012.188)
___Medical-Laboratory Assistant (078.381)
___TV Repairer (720.281)
___Biologist (041.081)
___Osteopath (071.108)
___Chiropractor (079.108)
___Mathematics Teacher (091.228)
___Natural Science Teacher (091.228)
___Optometrist (079.108)
___Physician (070.108)
___Psychiatrist (070.108)
___Psychologist (045.088)
___Medical Technologist (078.381)
___Bacteriologist (041.081)
___Physiologist (041.081)
___Installer Repairman (822.281)
___Tailor (785.261)
___Seamstress (785.381)
___Tile Setter (861.781)
___Blaster (859.281)
___Bricklayer (861.381)
___Bus Driver (913.463)
___Cement Mason (844.884)
___Dressmaker (785.361)
___Furnaceman (558.782)
___Mail Carrier (233.388)
___Meter Reader (239.588)
___Miner (850.781)
___Sailor (Seaman)(911.887)
___Plasterer (842.781)
___Industrial Truck Operator (922.883)
___Spinner (682.885)
___Craneman (921.883)
___Grader (589.687)
___Truck Driver (905.883)
___Tractor Operator (929.883)
___Fork Lift Operator (922.883)
___Pharmacist (074.181)
___Research Analyst (011.281)
___Actuary (020.188)
___Quality Control Technician (019.281)
___Computer Operator (213.382)
___Equipment Repairer (620.281)
___Research Assistant (199.384)
___Geologist (024.081)
___Mathematician, Statistician (020.088)
___Surgeon (070.108)
___Meterologist (025.088)
___Weather Observer (025.288)
___Agronomist (040.031)
___Animal Scientist (040.081)
___Botanist (041.081)
___Horticulturist (040.081)
___Natural Scientist (023.081)
___Oceanographer (024.081)
___Zoologist (041.081)
___Biochemist (041.081)
___Engineer Aide (007.181)
___Veterinarian (073.108)

___Administrator, Engineer(002.081)
___Aeronautical Engineer (002.081)
___Chemical Engineer (008.081)
___Dentist (072.108)
___Electrical Engineer (003.081)
___Metallurgical Engineer (011.081)
___Test Engineer, Aircraft (002.081)
___Engineer (007.081)
___Chemical Laboratory Technician (022.281)
___Radio or Television Engineer (003.081)
___Aerospace Engineering Technician
___Electronic Technician (729.381)
___Metallurgist, Assistant (011.281)
___Airplane Navigator (196.188)
___Computer Programmer (020.188)
___Tool Designer (007.081)
___Model Maker (149.281)
___Airplane Pilot (196.283)
___Engineering Technician (007.181)
___Instrument Repairer (710.281)
___Laboratory Technician (029.381)
___Tester, Electronic Systems(729.381)
___Tool Maker (601.280)
___Drama Coach (150.028)
___English Teacher (091.228)
___Journalist-Reporter (132.268)
___Drama Teacher (150.028)
___Dancing Teacher (151.028)
___Foreign Language Interpreter (137.268)
___Philosopher (090.228)
___Art Teacher (149.028)
___Literature Teacher (091.228)
___Music Teacher (152.028)
___Musician (152.048)
___Orchestra Leader (152.048)
___Advertising Executive (164.068)
___Advertising Manager (164.118)
___Entertainer(Dancer,Singer) (159.048)
___Public Relations Person (165.068)
___Fashion Model (297.868)
___Writer (130.088)
___Editor (132.038)
___Radio Program Writer (130.088)
___Dramatist (131.088)
___Actor-Actress (150.048)
___Designer (142.081)
___Interior Decorator (142.051)
___Critic (Reviewer) (132.088)
___Fashion Illustrator (141.081)
___Furniture Designer (142.081)
___Jewelry Designer (142.081)
___Furrier (142.081)
___Women's Garment Designer (142.081)
___Decorator (298.381)
___Architect (001.081)
___Artist (144.081)
___Photographer (143.062)
___Photolithographer (972.382)
___Photograph Retoucher (970.281)
___Claim Adjuster (241.168)
___Production Expediter (221.168)
___Health & Welfare Coordinator (166.168)
___Educational Administrator (090.118)

Exercise 7, continued

___Securities Salesperson (251.258)
___Director, Recreation (352.878)
___Guide, Travel (353.168)
___Salesperson, Photographic Equipment and Supplies (285.358)
___Salesperson, Musical Instruments and Accessories (287.358)
___Flight Attendant (352.878)
___Timekeeper (215.488)
___Biller (219.388)
___Key Punch Operator (213.582)
___Tabulating Machine Operator (213.872)
___Duplicating Machine Operator (207.782)
___Certified Public Accountant (160.188)
___Time Study Analyst (012.188)
___Auto Writing Machine Operator (215.388)
___File Clerk (206.388)
___Teller (211.468)
___Bookkeeping Machine Operator (215.388)
___Estimator (book Publishing) (219.388)
___Foreign Trade Clerk (219.488)
___Calculating Machine Operator (216.488)
___Accounting Machine Operator (215.488)
___Accounting/Statistical Clerk (219.488)
___High-Speed Printer Operator (213.382)
___Sewing Machine Operator (787.782)
___Tree Surgeon (409.181)
___Piano Tuner (730.381)
___Switchman (tel. & Tel.)(822.281)
___Bookbinder (977.884)
___Dental Technician (712.381)
___Forester (040.081)
___Industrial Arts Teacher (091.228)
___Inspector, Public Admin.(168.287)
___Customs Inspector (168.168)
___Retail Merchant (185.168)
___Shoe Store Manager (185.168)
___Radio/TV Announcer (159.148)
___Route Salesperson (292.358)
___Community Recreation Administrator
___Counselor (045.108)
___Data Processing Worker
___Instrument Assembler
___Bookkeeper (210.388)
___Cashier (211.368)
___Business (Commercial)Teacher (091.228)
___Personnel Clerk (205.368)
___Sales Correspondent (204.388)
___Receptionist (237.368)
___Telephone Operator (235.862)
___Reservations Agent (912.368)
___Traffic Checker (919.368)
___Secretary (201.368)
___Medical Secretary (201.368)
___Library Assistant (249.368)
___Religious Affairs Clerk (249.368)
___Mail Clerk (232.268)
___Finance Expert (020.188)
___Personnel Secretary (201.368)
___Accountant (160.188)
___Credit Manager (168.168)
___Clerk (209.388)
___Clerk-Stenographer (202.388)
___Office Machine Operator (216.488)
___Telegraph Operator (203.588)
___Office Worker
___Payroll Clerk (215.488)
___Proofreader (209.688)
___Typist (203.588)
___Geographer (029.088)
___X-Ray Technician (078.368)
___Training Director (166.118)
___Environmental Health Engineer (079.118)
___Historian (052.088)
___History Teacher (091.228)
___Home Service Representative (278.258)
___Compositor (Typesetter)(973.381)
___Architectural Draftsman (017.281)
___Assembler (827.884)
___Drill Press Operator (606.782)
___Dry Cleaner (362.782)
___Grinder (603.782)
___Grocer (185.168)
___Importer-Exporter(Wholesaler) (185.168)
___Sporting Goods Salesperson (286.358)
___School Superintendent (091.118)
___Food and Drug Inspector (168.287)
___Lawyer, Judge, Attorney (110.118)

*ADAPTED FROM: Occupations List of Holland Self-Directed Search

Exercise 8

DATA-PEOPLE-THINGS TALLY SHEET*

There are many different ways to classify the activities that interest people. One way is to divide your interests into three general catagories: PEOPLE, THINGS, DATA. Run through the list and rate your DATA tasks. Read both the key words and definitions to get a clear picture before deciding. Pick the two items in each catagory that best represent your real interests. Rate them first and second and put number 1 and 2 next to your choices.

DATA		
Determine facts and bring information together to develop new knowledge	Combining/synthesizing	_____
Arrange and organize the time, place order of an activity	Arranging/coordinating	_____
Evaluate, analyze information to figure out course of action	Figuring/analyzing	_____
Gather, sort information about people, things or numbers	Gathering/compiling	_____
Use math to solve problems involving quantities and numbers	Computing	_____
Use observed information or quantities to identify similarities and differences	Comparing	_____
PEOPLE		
Help people understand their values/ clarify their goals	Counseling	_____
Help groups or individuals make rules and decisions and solve problems	Peacemaking/negotiating	_____
Help people gain skills and knowledge	Teaching/Instructing	_____
Motivate others, administer & oversee the work of others	Leading/Supervising	_____
Amuse or entertain others	Performing/Entertainment	_____
Get others to do something or buy something	Convincing/Persuading	_____
Provide people with information or directions	Speaking/Guiding	_____
Work for, or help, others	Serving	_____
THINGS		
Install, adjust or repair machines	Setting up	_____
Work with machines that require very exact, careful operation	Precision working	_____
Start, stop, control or adjust the operation of equipment-stationary	Contro/ operate	_____
Start, stop, control operation of moving equipment - vehicles, etc.	Driving/Operating	_____
Use hands or tools to work with	Skilled handling/Manipulation	_____
Guide, dump, load things or remove from machines and equipment	Feeding/Off bearing	_____

Exercise 8, continued

SPECIFIC INTERESTS: DATA-PEOPLE-THINGS - again list 1st and 2nd choices

DATA	
Working with Social Sciences (Political science, history, sociology, economics)	_____
Working with Physical Sciences (Chemistry, physics)	_____
Biological Sciences	_____
Math (Including statistics)	_____
Computer Printouts	_____
PEOPLE	
Working with:	
Individuals	_____
Groups	_____
Women	_____
Men	_____
Teenagers	_____
Young Children	_____
Babies	_____
Elderly	_____
THINGS	
Working with things mechanical	_____
Working with electrical things	_____
Working with crafts	_____
Working with your own ideas	_____
Working with the ideas of others	_____
Being innovative	_____

List all of your 1st choice items in one group, and all of your 2nd choice, items in another group, Then, rank order each group according to your preference.

*ADAPTED FROM MATERIAL BY: Placement Services, University of Arizona

SECTION II

PART 2

NEEDS AND WANTS

PART 2

NEEDS AND WANTS

The major portion of career selection or making any major decision in life is first gathering information. In the past section the emphasis was gathering information about personal, emotional issues and also gathering information concerning availability and possibility of careers, depending on interests, values and skills. In this section the emphasis is on needs and wants - that part of our lives that dictate our lifestyle because of our economic situation, our physical environment and the manner in which we plan and forsee the future.

Hopefully in the process, each displaced homemaker can come to a point of making decisions - finding NEW BEGINNINGS - about her own future. But equally as hopeful is that each displaced homemaker will be able to always have at least one alternative, one Plan B, in which to fall back on in case things do not work out as hoped. We want to emphasize that the decision making/goal setting process is not one in which there is only one answer and nothing else is viable, but instead is a process of direction, of which there are many paths that can be taken once headed in that direction.

Exercise 1

NEEDS*

Answer the following questions honestly and with as much actual information as possible and use this necessary information in any process of job search or career selection.

1. I would like to have a job within _____miles of my home.

2. I will/will not relocate. If you will, where? ____Another part of this town or county. ____Another part of the state. ___ Another state. ____Country.

3. I will work the following hours: days_____; nights_____ _____; weekends_____.

4. I can/cannot be away from home overnight. If can, how often?_____.

5. I have/do not have a car available for travel. How far are you willing to travel? ____In town;____In State;____In Region; ____Across Country

6. I must have a guaranteed monthly income - or I am willing to work on commission? _____

7. If any, list any other considerations unique to your lifestyle that would cause you to be cautious when choosing jobs - such as health, significant persons who demand time, money, etc., or unique needs you have - inability to stand for long periods of time, etc.

Exercise 1, continued

8. A. Basic Living Expenses for you and your family:

Rent/Housing	$ _____	per month
Utilities	_____	
Food	_____	
Insurance	_____	(remember home, life, health)
Clothing	_____	
Transportation	_____	(don't forget gasoline & upkeep)
Entertainment	_____	(it's important, add something)
Child's Expenses		
School lunch	_____	
Allowances	_____	
Clothing	_____	
Gifts, etc.	_____	
Lessons, sports	_____	
Medical and Dental Expenses	_____	
Unexpected Emergencies	_____	
Other	_____	
	_____	
	_____	
	_____	
TOTAL	$ _____	per month

B. Monthly job-related expenses:

Transportation	$ _____	per month
Lunches	_____	
Child Care	_____	
Clothes	_____	
Other, organization dues, magazine subscriptions, memberships, etc.	_____	
	_____	
TOTAL	$ _____	

TOTAL OF A AND B: $ _____

To figure a rough estimate of you needed minimum salary:

Required Gross Income (from total above)	$ _____
Add 20%, to include payroll deductions, income tax, social security, insurance, etc.	_____
TOTAL NEEDED PER MONTH	$ _____
x 12 MONTHS FOR YEAR	$ _____

*Developed by Marganna Shinkle

Exercise 2

PERSONAL FRIEND SURVEY*

List people you know who do something you think is interesting and what they do.

PERSON	JOB	CONTACT NUMBER

Choose 5 of those persons from whom you would like to gather information.

	PERSON	DATE TO CONTACT	DATE TO VISIT
1.			
2.			
3.			
4.			
5.			

Gather information using the following sample questions.

1. What kind of environment do you work in? Be specific--indoors, outdoors; group of people or alone; small space or large.
2. What kind of training or education was necessary?
3. What is the beginning salary and what is the potential salary?
4. What is the possible outlook for this position, upward mobility, dead-end, place to begin; where does it go?
5. What are the disadvantages, what don't you like?
6. What are the advantages, what do you like?
7. What gives you the most satisfaction from the job?

*Developed by Marganna Shinkle

Exercise 3

FIELD SURVEY*

People like to talk about their work and your interest in their jobs will help you get the information you need about different occupations.

The field survey is the process by which you talk to a variety of people about what they do. All you need is a place you are interested in working, someone who works in that area, (preferably an administrator or manager) and some questions to ask. The purpose of the field survey is to make contacts in your occupational area and to further your career exploration. After each field contact, trainees will be expected to write a short thank-you note to the person they spoke to. The following questions are a guideline to begin your field survey. You may think of others pertinent to any unique occupation as you proceed.

1. How long have you worked in this job and for this organization?

2. What are the personal rewards of this work for you? What do you enjoy most about your job.

3. What are the major responsibilities in this work and how are you evaluated on the job?

4. What qualifications would you look for in a new employee?

5. What are the major frustrations and the most frequently recurring problems about this job?

6. Who else could I talk with about jobs in this field?

7. How did you get into this line of work? What are the needed qualifications, education or training?

8. What is the future outlook in this field?

*Developed by Marganna Shinkle

IDEAL CAREER SEARCH *

1. Circle the top 5 priorities/assets and compare to each career the client is investigating. The object is to match priorities/assets as closely as possible with a career (s).
2. This may be used in a manner similar to the "Bingo" game. (If circles form straight line.)

C	A	R	E	E	R	S
I	work available locally	working with ideas	have an Associate degree	helping people	have a GED	E
D	have the degree required	have the necessary training	working indoors	work as part of a team	working with people	A
E	work with detail	self-expression possible (creativity)	Interest	have highschool diploma	work closely supervised	R
A	steady work pattern (regimented)	have related experience	working with things	Salary adequate	working outdoors	C
L	working with data	minimum supervision on job	I get to re-locate	have completed special training	have previous experience	H

*Developed by Cecilia Northcutt

Exercise 5

WHERE ARE YOU GOING? *

This time, instead of drawing a lifeline of yourself from birth to death, divide your life into three parts, begin with the present and continue until death. Begin to visualize yourself, all three aspects of yourself--EDUCATION, WORK AND LEISURE--as you want to be throughout the rest of your life.

Begin with the present on the left side of the line and marking intervals of 5,10, and 15 years, write in those activities, dreams and goals you want to have happen in these three areas of your life before you die. Then use the following sheet to define in depth any or all of the three goal areas.

EDUCATION LIFELINE

Present Death

WORK LIFELINE

Present Death

LEISURE (PLAY) LIFELINE

Present Death

---

*Developed by Lynn O'Hern

SETTING GOALS*

Pick any three of the goals that you put on the lifelines on the previous exercise and list in the top three spaces. Continue on for each goal through the exercise.

Three important Goals (Ex: Finish School)	#1	#2	#3
List the PRIMARY BARRIERS for each Goal (Ex.: a. money; b.fears; c. time; d. family)	a. b. c. d. e. f.	a. b. c. d. e. f.	a. b. c. d. e. f.
STRATEGIES FOR OVERCOMING BARRIERS (Note, there may be more than 2 strategies for overcoming any one barrier) (Ex.: a.1.work part time; a.2.: financial aid; etc.)	a.1. 2. b.1. 2. c.1. 2. d.1. 2. e.1. 2.	a.1. 2. b.1. 2. c.1. 2. d.1. 2. e.1. 2.	a.1. 2. b.1. 2. c.1. 2. d.1. 2. e.1. 2.
INITIATION DATE: (When will you begin the strategies you have chosen after looking at all alternatives)	a. b. c. d. e.	a. b. c. d. e.	a. b. c. d. e.
END RESULTS/REWARDS (What will you have? What will you have to give up?)			

*Developed by Lynn O'Hern

SECTION III

POUNDING THE PAVEMENT

POUNDING THE PAVEMENT

This is the section many displaced homemakers will want to turn to first. After all, the need of a job is one of the primary reasons they seek assistance. But often emotional and psychological problems prevent realistic use of this section. The first step then is to help the displaced homemaker develop a workable and self-supportive attitude. In brief, when a displaced homemaker comes in expressing death wishes and wants information on how to fill out her will, directing her to the steps on how to prepare an effective resume is not appropriate. Exercises to assist you in aiding the displaced homemaker in becoming "ready" for this section are in Sections I and II. To aid the displaced homemaker in knowing more about her abilities and related career options, section II is the one to turn to for interest, value, and skills clarification. If the above sections have been achieved to your client's and your satisfaction, you are both ready for the following.

JOB SEARCH READINESS

Exercise 1

RESUME WRITING*

A. What is a resume? A resume is a short, concise summary of your past educational and work history. It is not an autobiography. Its purpose is to get you in the employer's office for an interview. Rarely does it and it alone get you the job. With this in mind, what should be included in your resume?

First of all, there is no one right way to write a resume! The resume should be tailored to meet the needs and qualifications required by the job you are seeking. In short, highlight those experiences in your life that the employer is looking for. Typically, the following items are included in the resume, regardless of format:

Personal identification: name, address, phone number
Education: only schools graduated from
Work experience: paid, volunteer and in home
Special skills: in areas where you provide leadership (second language, art, recreation, and/or speaking abilities)
Memberships: honors, scholarships, awards
Miscellaneous: travel, military, public presentations
References: usually only given upon request

B. There are three types of resume formats: chronological, functional and a combination of both. Choose the one that best represents you and the goals you are seeking.

(continued)

Exercise 1, continued

Chronological: This is a factual listing of dates of employment and emploers, listing the most recent first. Best used by a person with a number of years of work experience who is changing jobs within the same career field.

Functional: Education and work experience are arranged in order of their importance in this format. Instead of listing employment dates and the employer name, list your job title and the skills you used on the job. This format is also very useful for relating your volunteer work. It is the format to use if you are entering the job market for the first time or after many years.

Combination: This format utilizes the functional format while also listing the dates of employment, education, or other experiences.

RESUME SAMPLES:

CHRONOLOGICAL RESUME

* *

Kimberly Black
1234 Fifth Street
Seattle, Washington 55505
(567) 345-2233

WORK EXPERIENCE:

1974-Present	Manager, Junior Bazaar, Woodlands Mall
	Responsible for smooth running of medium-price boutique directed at young customers.
	-Plan and buy complete seasonal lines.
	-Run Teen Board of 55 high school students. Teach modeling course. Commentate and coordinate annual fashion show.
	-Oversee sales staff of six.
1972-1974	Buyer, Junior Department, Staunton's Department Store
	-Coordinated all buying for the department
	-Managed all aspects of day to day departmental activities: stock, inventory, staff of four.
	-Originated seasonal presentations to staff about fashion trends.
1970-1972	Assistant Buyer/Trainee, Accessories Department, Staunton's Department Store
	-Maintain inventory
	-Set highest sales total for both years.
EDUCATION:	B.S. Cornell University, 1970. School of Human Ecology. Honors

* *

Exercise 1, continued

FUNCTIONAL RESUME

* *

Jamie Brown
223 East River Road
Miami, Florida 44445

MAJOR WORK EXPERIENCE:

PROJECT DEVELOPMENT

Researched and originated breakthrough program at university for funding women athletes. Developed grant proposal,set up program, coordinated and administered granting of scholarships.

Introduced soccer for girls at elementary level in local area.

WRITING

Analyzed and reported on university athletics program both for secondary and popular publications. Contributing editor of Womensports. Compiled reports of scholarship program.

PUBLIC RELATIONS

Prepared press releases, conducted press conferences. Work with NBC resulted in national coverage of sports program.

ADMINISTRATION

Hired and oversaw staff of three. Managed office within university. Handled annual budget of $250,000.

FUND-RAISING

Developed new sources of alumni and foundation funds for scholarship program.

Organized local merchants in support of girls' soccer team.

EDUCATION: St. Olaf's College, B.S. Physics, 1962.

* *

C. Writing Your Skills. When describing your work experiences, particularly when writing a functional or combined resume you want to describe your skills. (You will have hopefully identified your specific skills in Section II.) Begin each skill as a statement. This is done by starting our with an action verb (see examples of very useful verbs on the following pages). DO NOT use personal pronouns such as "I" or "WE".

Example: Instead of saying: "I was responsible for analyzing the cost sheets from the production department."

say

"Analyzed production cost sheets."

Exercise 1, continued

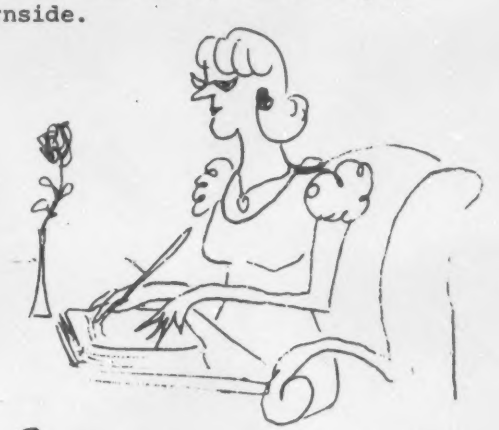
D. DOs AND DON'Ts

DO:
- keep the resume brief. One page is usually ideal;
- be positive in your word choice;
- be accurate - anything you put in a resume may be checked by an employer or be subject to questioning in the interview;
- choose type face and printing method that will read easily;
- organize content so that the reader can quickly scan it;
- list most recent experience or education first and move backward;
- be creative, This is YOUR resume.

DON'T:
- include a photograph of yourself;
- include addresses and names of your references;
- mention salary;
- include reasons for leaving a position or seeking a new one;
- apologize for lack of experience or other'weaknesses';
- list professional objective unless you are definite (it can screen you out);
- have more than two pages, preferably only one;
- use negative words.

*ADAPTED FROM MATERIALS COMPILED FROM: Placement Services, University of Arizona by Gwen Madrid. Edited by Nancy Burnside.

Personal Strengths: Able to work under highly pressured and demanding situations...



Enclosed you will find my 18 page resume....

-Nancy Burnside

Exercise 1, continued

(Functional)
A SAMPLE RESUME OF A DISPLACED HOMEMAKER

* *

JUDITH STEVENS

63 E.R.A. Drive Bull Head City, Arizona 85000 (602) 111-1000

OBJECTIVE — Position of responsibility utilizing my maturity and abilities, with potential for growth and advancement.

EXPERIENCE

Management: As responsible head (or partner) of corporate family have organized activities for smooth running operation in areas such as training, discipline, scheduled transporation, maintenance and repair.

Finance: Budget assignment covered providing for all expenditures involved in in-house operations and keepint within a specific budget. Was able to save money for capital improvements.

Logistics Food Service: Averaged over 1000 meals served per year of service with no loss of patronage. Did all ordering and comparison shopping with strict adherence to quality control.

Additional Skills: Decision-making skills, performed under adverse emergency situations as well as in well-defined planning sessions; quick learning ability, attention to detail, tact, time management, good temperament, flexibility, initiative.

EDUCATION — High School-Bull Head City, Arizona
2 Years, College - Arizona State University, Arizona
Informal schooling enhanced by sharing schooling experiences of spouse and children and personal interest in learning.

PERSONAL — Three children, one at home. Excellent health

* *

REMEMBER: There is no one right resume format. Find the one that best presents what you want to express. White or cream paper is preferred. Change formats if you aren't satisfied with the response. Try to read it from an employer's viewpoint. Know what you want a resume to do - it doesn't give you a job but can get you an interview. You take over from there.

ADAPTED FROM INFORMATION FROM:
Career Resource Division
Arizona State University

Exercise 1, continued

FUNCTIONS FOR DEMONSTRATED EFFECTIVENESS*

MANAGEMENT	METHODS AND CONTROLS	PUBLIC RELATIONS	CREATIVITY	COMMUNICATIONS
Planned	Systematized	Hired	Innovated	Moderated
Revised	Distributed	Guided	Designed	Presented
Executed	Budgeted	Harmonized	Devised	Facilitated
Exceeded	Increased	Grouped	Resolved	Served as
Retained	Compiled	Counseled	Created	Wrote
Directed	Redesigned	Fostered	Reshaped	Instructed
Managed	Examined	Monitored	Structured	Demonstrated
Controlled	Enlarged	Advised	Solved	Presided
Conducted	Arranged	Handled	Invented	Disapproved
Undertook	Decreased	Mentored	Developed	Counseled
Produced	Computed	Faced with	Refined	Edited
Enacted	Analyzed	Trained	Originated	Approved
Organized	Catalogued	Motivated	Conceived	Interviewed
Supervised	Scheduled	Sponsored	Arranged	
Expanded	Reduced	Employed	Formulated	
Implemented	Compared			
Coordinated	Expanded			
Maintained	Synthesized			

ADVERTISE/PROMOTE	RESOURCEFULNESS	NEGOTIATIONS
Sold	Rectified	Investigated
Marketed	Improved	Negotiated
Represented	Eliminated	Sorted
Generated	Awarded	Assured
Influenced	Strengthened	Proposed
Recruited	Identified	Evaluated
Secured	Undertook	Determined
Improved	Pioneered	
Convinced	Diverted	
Promoted	Accomplished	
Persuaded	Surpassed	

*ADAPTED FROM: Materials from Eli Djeddah Associated, Inc. of Los Angeles
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Exercise 2

LETTERS*

CORRESPONDENCE CHECKLIST

Letter of Application

1. Identify the position for which you are applying and how you learned of the firm and position.
2. Indicate why you are applying for this particular position.
3. Describe your main qualifications.
4. Refer the reader to the enclosed resume.
5. Request the next step in the employment process - personal interview, answer to letter, etc.
6. Be sure to sign the letter.

Letter of Acknowledgment

1. Acknowledge receipt of offer.
2. Express your appreciation for the offer.
3. Notify the company of the date you expect to make your decision.

Letter of Inquiry of Application Status

1. Request status of application.
2. Recap history of your application.
3. State why you need clarification of status of application.
4. Include thanks for cooperation.

Letter Declining Offers

1. Decline offer.
2. Express your appreciation for the offer and the company's interest in you.

Letter Seeking Additional Information

1. Indicate interest in the company and its offer.
2. Ask for the information you need. Be specific!
3. Express your appreciation for the cooperation you receive.

Letter of Acceptance

1. Accept the offer.
2. Refer to offer letter or document.
3. Tell your travel plans and anticipated arrival date.
4. Express your appreciation and your pleasure at joining the company.

APPLICATION/COVER LETTER

A short letter should accompany your resume. Preparing your resume is only the beginning. The guidelines above will help. Remember to concentrate on the jobs that interest you and on openings for which you can demonstrate that you are qualified. Apply for specific jobs. Say what you are interested in with that particular employer and why fitted for it. Don't confuse this with the objective listed on the resume. They are not the same. See the following sample.

*ADAPTED FROM MATERIAL BY: University Placement Service, University of Washington

Exercise 2, continued

SAMPLE THANK YOU LETTER

* *

111 First Street
Tucson, Arizona 85711
Date

Ms. Susan Smith, Personnel Manager
Company
Address
City, State, Zip

Dear Ms. Smith:

Thank you very much for your letter of Oct.4. I appreciate your consideration and am pleased that you have forwarded by letter and personal data sheet to _____.

Again, thank you for your concerns.

Sincerely yours,

Your full name printed under signature

* *

Sometimes (hopefully often!) your resume and application letter will be responded to. In that blessed event, don't forget to thank the person responsible for such obvious insight. Send her/him a thank you letter. The above is an example. Again, the resume and its accompanying cover letter are designed to get you the interview. The interview will get you the job. So what do you do in an interview? What can you expect? Hopefully, the following exercises and information will answer these questions for you.

NOTE: In working with clients or groups, the previous letters and resumes are samples of what can be done. It is our suggestion that each person be assisted in writing sample resumes and writing letters until they feel their information is presented in an acceptable manner.

Exercise 3

THE INTERVIEW *

As in the previous two exercises, the enclosed will be information and insights into the interviewing process, what to prepare for and what to know ahead of time. It is our feeling that this should be shared with clients and groups and practice (mock) interviews should be used in order to help the client really feel what it is like to be interviewed. It is most effective when this is done with other clients observing so there can be feedback and sharing of negative and positive points of the mock interview.

* * * * * *

You have been asked in for an interview. You obviously did a great job on your resume and cover letter. CONGRATULATIONS! The first thing to do now is DON'T PANIC. Pay attention to the following and you should find the interview working for you. You'll either get the job after it, or have made a new contact for possible future jobs.

The interviewer will be looking at specific traits when you are being interviewed. The following are the traits you will be judged on:

1. APPEARANCE: Dress like a professional. Wear little make-up and leave your jeans at home.

2. CONFIDENCE: Practice interviewing. Use a mirror or a friend to help find hidden characteristics you may have. Another way is by having a firm handshake. Make direct eye contact (don't overlook your counselor as a good resource for role-playing!)

3. COMMUNICATION SKILLS: Develop the best possible oral and written communication skills, as well as being aware of body language - staring at your feet does not instill confidence in the interviewer concerning your self-esteem.

4. ENTHUSIASM: Are you really interested in the employer, the particular job, industry, school? They like to think you are interested in more than just their money.

5. FLEXIBILITY: Would you be willing to take another position within the business?

6. MOBILITY: Are you willing to relocate?

7. MATURITY: Do you have well-thought-out goals and objectives (hopefully you will have done all that in the preceeding sections)?

8. PERSONALITY: What are you like? Accent the positive and work on the negative.

9. EXPERIENCE: Job skills, academic achievement and all that good stuff you wrote about yourself in your resume should be at your fingertips. You will get asked about it - carry along an extra copy of your resume!

10. PERSEVERANCE: Follow-up after the interview. Thank the interviewer and recontact within a reasonable time. A sample thank-you letter follows.

Exercise 3, continued

You now know what the interviewer is going to look at. What can you do to make sure that what she/he sees is what you want seen? PREPARE is the key word. More preparation, less unpleasant blunders and surprises. The following checklist should assist you in making sure you are prepared.

___ Resume written
___ Contacts found
___ Contact letters written
___ Make appointments
___ Thank you letters for upcoming interview
___ Know something about the company, agency
___ Review the "Why I Might be Defensive List."
___ Have 5-6 questions to ask interviewer and know when to insert them.
___ Practice interview with a friend, role play possible questions that might be asked

THIS IS IT! THE DAY OF THE INTERVIEW:

____ Know exact place and time of the interview.
____ Know interviewer's full name or names, the correct pronunciation, and title.
____ Arrive TEN (10) MINUTES before your appointed interview.
____ Have the attitude that YOU CAN DO IT (and you can!)
____ Know and remember your RESUME, carry a copy with you, just in case.
____ Know and remember the job description.
____ If no job description is available, try to get the interviewer to describe the position and duties early in the interview so that you can relate your background and skills to that situation.
____ Go to the interview ALONE - if you can't stand the thought, have someone wait for you in another location, not in the waiting room.
____ Shake hands firmly.
____ Check your appearance. No gum, sunglasses, dirty fingernails. (Remember leave your make-up light. They want to see you, not make-up).
____ Wait until you are offered a chair before sitting.
____ Look alert and interested at all times.
____ Be a good listener as well as a good talker.
____ SMILE, but don't overkill. One of the major criticisms of women interviewees is that they smile constantly and often inappropriately. This doesn't mean super-serious either. Be natural and smile naturally.
____ Speak clearly, correctly and give complete answers. NO answer should be longer than SIXTY (60) seconds.
____ Be positive. Get your good points across. Don't lie in order to look good.
____ If the position is offered to you, and you want it, accept on the spot.

It is true that you are going to get asked questions. It is also true that you, too, can ask some questions of the interviewer. It is appropriate to ask these questions when you believe the job is going to be offered you and you need to have some information made available to you before you decide. Here are some questions you need to ask:

Exercise 3, continued

1. Where will you work?
2. The hours and training period (if any).
3. With whom will you work?
4. A detailed description of the position.
5. Who will you report to?
6. Reason the position is open.
7. Earnings and future incentive programs if any.
8. Company growth plans?
9. When does the position begin?
10. Overtime, weekends, etc. necessary or expected.

The interview is over (IT WASN'T SO BAD!) We come to the CLOSING OF THE INTERVIEW.

If the position was offered to you and you wish time to think it over, be courteous and tactful in asking for the time. Set a definite date when you can provide an answer. Make sure it is a mutually agreed upon date.

Don't be too discouraged if no definite offer is made or specific salary discussed. The interviewer will probably want to communicate with the office first, or interview more applicants, before making a decision.

If you get the impression that the interview is not going well and that you have already been rejected, try not to let your discouragement show. There are those times when an interviewer might appear disinterested when she/he really isn't. If you can leave a good impression with the interviewer, even if you know you didn't get the job, they may remember you when another job opening comes along that you may be better qualified for.

KEEP IN CONTACT WITH YOUR INTERVIEWER WITH FOLLOW UP LETTERS (Don't forget your thanks-for-the-interview letter!)

SOME SPECIFIC DON'TS IN INTERVIEWING:

DON'T - smoke, even if the interviewer smokes and offers you a cigarette.
- chew gum.
- answer questions with a simple "yes" or "no." Explain whenever possible, but explain briefly (no longer than 60 seconds is the rule of thumb - or mouth)
- ever make derogatory remarks about your present or former employers, companies, husbands, relatives, etc.
- inquire about salary, vacation, bonuses, retirement, etc. during the initial interview unless the employer offers you the position. If the interviewer asks what salary you want, indicate that you are more interested in opportunity than salary, but indicate a range that you need. However, don't be a martyr, ask the interviewer what salary she/he feels you should be seeking or ask what they usually offer for the job.

Exercise 3, continued

In the event you do not get the job, you might want to review your resume and blame it on it, but first look at how the interview went and ask yourself if you were "guilty" of any of the following. (If you were, don't worry about it. Think of how you can do better next time. It is no myth that you CAN learn from past mistakes).

-Poor personal appearance
-Overbearing, "Know-it-all" attitude
-Inability to express thoughts clearly
-Poor poise, diction, or grammer
-Lack of planning for career goals
-Lack of interest and enthusiasm
-Overemphasis on money
-Condemnation of past employers
-Failure to look interviewer in the eye
-Limp, weak handshake
-Lack of preparation
-Failure to ask questions about the job
-Lack of courtesy
-Evasive

THE KEY IS PRACTICE

Interviewers particularly screen women out for these factors:

Flamboyant dress and make-up
Smile too much at the wrong time
Weak handshake
Excessive head nodding (always agreeing)
Laughing too much and at the wrong time
Poor eye contact

The best rule of thumb to remember is LISTEN CAREFULLY AND ATTENTIVELY TO THE INTERVIEWER--THAT WILL HELP YOU CONTROL THE SITUATION! By being aware of certain words and phrases that the interviewer uses frequently, you can get a feel for his or her style and value judgements.

WHAT'S LEGAL TO ASK

It is now ILLEGAL to ask certain questions during employment interviews. These are:

QUESTIONS ABOUT FAMILY OBLIGATIONS:

Do you plan to marry?
Do you practice birth control?
How do you plan to care for your children while you're working?

QUESTIONS ABOUT JOB REQUIREMENTS:

Are you willing to work overtime?
Can you lift certain weights?
Are you willing to travel? (Employers may ask this only if it is a bona fide occupational qualification and they ask it of men applying for the same position.)
What's your family's attitude toward your traveling or working overtime?

*ADAPTED FROM MATERIAL FROM: Placement Services, University of Arizona, compiled by Gwen Madrid, edited by Nancy Burnside.

Exercise 3, continued

INTERVIEW QUESTIONS*

1. Tell me about yourself?
2. What sort of job would you really like?
3. How can you justify our hiring you?
4. Are you ready for a job like this?
5. You have changed jobs frequently, are you still uncertain of your career?
6. Will you relocate?
7. How soon would it be before you could make a contribution?
8. What motivates you?
9. What magazines do you read?
10. Who in history do you most admire?
11. What are your short-term goals?
12. What are your long-term goals?
13. How long would you stay with us?
14. What are you looking for in a job?
15. What can you do for us that someone else can't?
16. Do you work well under pressure?
17. What salary are you worth?
18. What are your three most important accomplishments thus far?
19. What is your greatest strength? Weakness?
20. Why aren't you earning more at your age?
21. Why do you want to work for us?
22. Would you want to compete against me for my job?
23. Are you creative? Give an example.
24. Are you analytical? Give an example.
25. Are you a good manager? Give an example.
26. How do you feel about an employee suing for injuries sustained while working?
27. How many people have you hired? What do you look for?
28. Are you a leader? Give an example.
29. How have you helped to increase earnings for former employers?
30. How have you helped to reduce costs for former employers?
31. How do your subordinates get along with you?
32. Do you consider yourself a competitive person? Explain.
33. Are you a motivator of people? Explain.
34. Why do you feel you have top potential?
35. Why did you major in _____?
36. What were your extracurricular activities in school?
37. How did you spend your summers while in school?
38. How did you get along with your last boss?
39. Did you enjoy working for your last employer? Explain.
40. Why did you want to interview with this company?
41. How will your major strengths help you in this job?
42. What sports do you enjoy?
43. What kinds of books do you read and how much time do you spend reading?
44. What kinds of people attract you?
45. What kinds of people annoy you?

Material from Eli Djeddah Associates, Inc., Los Angeles. Used by permission.

Exercise 3, continued

SOME INTERVIEWING HIGHLIGHTS *

"REMEMBER IT'S A NUMBERS GAME - EXPOSURE"

GETTING READY:

Resume - Contacts - Letterhead stationery
Interview log - Contacts - Initial contact letters
Thank you letters - Contacts - Know Your Resume
Letters Out - Make appointments - Contacts
10 companies, 3 x 5 cards

Attitudes - You Can Do It!
Dress the part
Know your Resume
Know something about the company
Have 5 or 6 good questions - know when to insert them
Keep Control
BE ON TIME!!!

THE INTRODUCTION:

Use Good Eye Contact and Posture
The first 60 seconds are Key - establish rapport
What Can I Do For You? - 30 seconds - Major Strengths
Tell me about your background.
Be positive - Convert negatives to plus's

THE INTERVIEW:

Smile
Supply information
Seek the next interview
Overcome any objections - try to anticipate objections
Keep answers brief - 30 seconds to 60 seconds
Ask questions in field - especially his/her area of interest
Seek advice
Know the rules - when a decision will be made
Ask for the job if it exists
Be positive - rehearse questions

From material of Eli Djeddah Associates, Inc., Los Angeles. Used by permission.

THANK YOU FOR THE INTERVIEW LETTER:*

Dear _____:

I want to thank you for your time and information(put down date of interview). During our interview I was especially interested in what you said concerning (something that interested you concerning the company). (Add a sentence or two why you thought it was interesting. Try to tie it in to your experience).

I will contact your office later this week, and, again, thank you for your time and information.

Sincerely,

Name typed under signature

*Developed by Nancy Burnside

Exercise 4

APPLICATION FORMS*

Many people lose jobs before they get them. They fail to get the job they want because of what they say on the application form. . . and how they say it. It is the MOST IMPORTANT SCREENING and SELECTION tool used by employment and personnel people. In many cases applicants receive ratings or scores solely on the basis of information provided on the form. In other words, your brilliant resume and cover letter may not even be requested, let alone considered. Applicants who do a good job completing the application form and present a positive image greatly increase their chances of getting the interview and the JOB! On the other hand, those who complete their applications carelessly or incompletely reduce their chances greatly.

Consider the following suggestions for improving your form and your chances:

1. Always get at least two copies of the application form. If you can only get one, copy it. (Ordinarily it isn't necessary to go to the employer to get them. Employers will usually mail you copies if you call/or write for them.)

2. Print the first copy (on your copy if you couldn't get two originals). Don't practice on the original! Do it neatly, accurately and completely as you can IN PENCIL.

3. Check over your application very carefully for errors in spelling, punctuation and grammar. Don't overlook dictionaries, phone book, grammar books or whatever when in doubt.

4. Provide all the information you can about former experience, particularly experiences that were similar to the job for which you are applying. If you don't remember something, take the time and effort to find out. Note that I say experience instead of job. Your homemaking skills are valuable experience! Include any volunteer experience. Don't overlook them just because you didn't get paid. In the section of the application form that asks for salary, simply write "volunteer" or leave it blank.

5. Attach a resume only to supplement the work history shown on the application--and then only if it provides additional useful information. IT IS USUALLY WISE TO ATTACH ONE, IF POSSIBLE!

6. In your work history, account in a positive way, for any significant period of time when you were not working. Even if it was 30 years. Remember, homemaking and volunteer experience is VALUABLE experience. HIGHLIGHT IT!

7. If applicable, attach any documents that have a direct bearing on your ability to perform the particular job for which you are applying, i.e. certificates, transcripts, etc.

8. Always put down a phone number where you can be reached. If you don't have a phone of your own, find a friend or neighbor or relative who can take a message.

Exercise 4, continued

9. Have a qualified person review your penciled copy. If they suggest any changes that you think would improve it, make the changes.

10. When you're satisfied that the penciled copy can't be improved any more, then neatly print in black ink, or type, the second copy. If your printing or typing isn't very good, have someone else do it for you. Send that copy to the employer (keep the first copy in pencil, for your records).

11. Make sure your finished application gets to the right place at the right time. There are occasions when there are deadlines.

12. KEEP your penciled copy in a safe place for future use. If you are to be interviewed, review your penciled copy just before the interview so you can recall what you have told this employer.

13. Whenever you apply for another job, repeat the process outlined above.

Consider the application as a sample of your work. If it is neat, complete and accurate, the employer will see you as an individual who does high quality work.

The following sheet when filled out by you, will be a ready reference of the typical information asked on application forms. Fill it out and have it someplace handy to spare you repetitive research.

*ADAPTED FROM MATERIAL PRINTED BY: Department of Economic Security, State of Arizona.

Exercise 4, continued

USEFUL INFORMATION WHEN APPLYING FOR A JOB

Fill out this page and have it ready when you need it!

NUMBERS

Social Security _____ Drivers License _____

Other Certificates _____

EDUCATION

High School _____ Address _____

Course or subject _____ Dates _____ to _____

School Activities _____

Hobbies _____

Other Schools _____ Address _____

Course or subject _____ Dates _____ to _____

School Activities _____

PREVIOUS EMPLOYMENT (Include volunteer and part-time, you may elect to choose to use the ones most appropriate for each application.

Name of Employer _____ From _____ to _____

Full Address _____ Zip _____

Special Skills _____

Continue with all employers:

References - Get permission before using names. If possible list several and select the three best suited for each application.

Name _____ Address _____ Phone _____

Relationship to you _____

Name _____ Address _____ Phone _____

Relationship to you _____

Continue:

-Source Unknown

SECTION III

PART 2

JOB SEARCH

Exercise 1

JOB HUNTING RESOURCES *

REMEMBER THESE RESOURCES:

1. College Placement Annuals
2. Business Directories:
   - Arizona Directory of Manufacturers
   - Register of Corporations
   - American Manufacturers Chamber of Commerce Directory
   - Macmillan Job Guide to American Corporations
   - Moody's Manuals
   - City Industrial Directory
   - (THEY ARE IN THE LIBRARY!)

THESE SPECIALIZED GUIDES MIGHT ALSO BE HELPFUL:

1. Federal Career Directory
2. Standard Directory of Advertisers
3. Martindale-Hubbell's Law Directory
4. American Psychological Association Directory
5. Handbook of Private Schools
6. Directory of Approved Counseling Agencies
7. Telephone Directory
8. Standard Rate and Data Directory
9. Ayer's Directory of Newspapers and Periodicals
10. Gebbie Press House Magazine Directory
11. Writer's Market
12. Artist's Market

To learn something about the owners,officers, directors, or founders of an organization see: Who's Who; Poor's Register of Directors and Executives of the United States and Canada; Dictionary of American Biography; and Who's Who in Finance and Industry.

Interested in Research? Try: Foundation Directory of World of Learning and Research Centers Directory.

Trade directories are listed in the Guide to American Directories or Trade Directories of the World.

*ADAPTED FROM MATERIAL BY: Placement Services, University of Arizona

HOW TO LOCATE JOB OPENINGS*

Remember that getting a job is a job in itself. It cannot be emphasized too strongly that you must think of your hunt for work as a full-time job every day, for a full day, until you are hired. You are competing with many others just as anxious as you to get work. Your success may well depend upon whether you work harder and more dilligently than they do at job hunting. But even hard work to be effective, must be planned and carried out intelligently.

Suggestions from friends and relatives

Tips from friends and relatives open more doors to more jobs than any single means. About half of all jobs are secured in this manner. Employees usually know about resignations and openings in their firms sooner than people on the outside do. They are able to tell their friends about vacancies before the news gets around. Insiders may also have influence with those who do the hiring. The psychological advantage is that most employers believe that "birds of a feather flock together." If your friend is a good employee, the employer will believe you are

Personal application

"Cold canvassing" involves plenty of riding, walking, inquiring, and reception room waiting, but it's the second best job-hunting method.

It requires the art of selling yourself. As every sales person knows, there is a direct connection between the volume of sales and the number of calls made in a day. You must choose your prospects carefully and do a real selling job on each call. The more contacts you make, the greater the chance of landing a job.

Contacts with former employers or agencies where you've done volunteer work

It's a good idea to maintain contact with every employer for whom you have worked, full or part-time work. If you have given satisfaction to an employer and s/he feels you're prepared to do a permanent job well, s/he may put you on the payroll. If s/he doesn't have a position open, ask for advice and suggestions. He or she may be in a good position to help you. Most employers have knowledge of other similar types of organizations, as well as their hiring authorities. You may get a good lead as well as a personal recommendation.

Letters of application

Few letters of application succeed immediately in getting jobs for the writer. The purpose of the letter is to obtain an interview, and it's an excellent device. Sending letters to employers saves time and shoe leather when you are contacting a long list of prospects. Often an application is the only means of securing an appointment with a busy employer.

Employment agencies

Be sure to register with the local employment office of your state employment service. It maintains a staff of trained placement people who have the facilities and the experience to assist you. They are thoroughly familiar with the jobs in your community. The employment representative usually knows some of the employers on a first name basis and can call them personally if they feel you are an especially good applicant. Check with the representative at least twice per week to make sure s/he keeps you in mind for an up-coming opening. THAT IS YOUR RESPONSIBILITY.

In larger communities there are many private employment agencies that provide services for a fee--sometimes paid by you, sometimes by the employer. It's a good idea to investigate the reliability of any private employment agency you register with and to study the provisions of the contract you'll be required to sign. Don't get into a contract that costs you money after you have terminated services with the agency!

Newspapers

Study the help-wanted ads in the newspapers every day (especially Sunday) and waste no time in contacting the advertiser, whether it's by phone, by letter, or in person. On the other hand, you may want to put in a situation-wanted ad yourself.

When a new business moves into your community, the newspapers will usually give a report of its opening. If you watch for such announcements, you can get a jump on other applicants by applying before the firm advertises for workers. Become a habitual reader of the financial/business sections of your daily newspapers. Watch for the opening of stores, factories, and business offices. There will usually be an address of the headquarters of the franchise setting up in your community.

Government personnel offices

The personnel offices of city, county and state governments can provide information about types of jobs offered, qualifications required, and examinations necessary.

Many local governments use some sort of merit system for hiring personnel. An employee is hired on the basis of how well qualified s/he is for the job, rather than because s/he is a friend of someone in the office. You'll have to find out how your local governmental units hire their employees. Most will do the initial screening by scoring all application forms. Make sure yours is especially detailed and specific in the description of duties in the work history section.

Jobs in the federal government are secured through civil service examinations. These are announced from time to time, sometimes in newspapers, but always by notices posted on the bulletin boards of first and second-class post offices. Since you must get your application in during a specified period, you should watch your post office bulletin board and your local newspaper for notices of examinations.

*Developed by Luba Chliwniak, Pima County Superintendent of Schools Office

WANT - AD WORDS AND THEIR ABBREVIATIONS*

adv.	advertising	hrly.	hourly
aft.	after	H.S.	high school
a.m.	morning	hvy.	heavy
appt.	appointment	incl.	including
asst.	assistant (helper)	ind.	industrial
bet.	between	jr.	junior
bgn.	begin or beginning	lic.	license
bldg.	building	lt.	light
bus.	business	mach.	machine
clk.	clerk	maint.	maintenance
co.	company	manuf.	manufacturing
coll.	college	mech.	mechanic or mechanical
comm.	commission	med.	medical
const.	construction	mgr.	manager
corp.	corporation	mo.	month
dept.	department	nec.	necessary
dir.	director	op., oper.	operate or operator
div.	division	pd.	paid
elec.	electric	p.m.	afternoons or evenings
empl.	employment	pref.	prefer
eqpt.	equipment	pt.	part or part-time
etc.	and so on	refs.	references
eves.	evenings	sal.	salary
exc.	excellent	secy.	secretary
exp.	experience	sh.	shorthand
ext.	extension	sr.	senior
ftr.	future	temp.	temporary
gd.	good	trnee.	trainee
gen.	general	typ.	typing or typist
grad.	graduate	U-W	underwriter
hosp.	hospital	wk.	week or work
hqtrs.	headquarters	wkr.	worker
hr.	hour	wpm.	words per minute
		yr.	year

*Compiled by Luba Chliwniak, Pima County Superintendent of Schools Office

Exercise 4 JOB SEARCH

TELEPHONE BOOK EXPLORATION SHEET

PROCEED IN ALPHABETICAL ORDER THROUGH THE PHONE BOOK. TAKE CAREFUL NOTES ON ALL CALLS MADE; INCLUDE TIME, NAME OF PERSON HIRING, AND RESULTS AS WELL AS APPOINTMENT DATES MADE, ETC. YOU WILL NEED MORE SPACE THAN IS ALOTTED ON THIS WORKSHEET.

Type (s) of work desired: 1. _____

2. _____

Kinds of places which hire:

1. _____

	PLACE	PERSON	PHONE	NOTES
A.				
B.				
C.				
D.				
E.				
F.				
G.				
H.				
I.				
J.				

Kinds of places which hire:

2. _____

	PLACE	PERSON	PHONE	NOTES
A.				
B.				
C.				
D.				
E.				
F.				
G.				
H.				
I.				
J.				

-Source Unknown

NEW BEGINNINGS

RESOURCES

* A Key Resource in Arizona in serving Displaced Homemakers is the:

Arizona Action for Displaced Homemakers
607 N. 3rd Avenue
Phoenix, Arizona 85003
(602) 252-0918

President of the Board: Madelene Van Arsdell
Director : Johanna B. Phalen

Arizona Action is a private non-profit incorporated organization formed out of the concern for Displaced Homemakers by Displaced Homemakers. It is a program of support for the Displaced Homemaker upon her entry or re-entry into employment or education. AADH has been funded by the Governor's CETA Special Grant for FY1980 to conduct a program of (a) Classroom training to prepare for occupational choice, job search and placements, job success and satisfaction; and (b) individual counseling for screening, assessment, short term and long range employability planning and problem solving.

*In addition four projects have been funded from the Arizona Department of Education designed to provide organized educational programming for displaced homemakers at the specific educational institution:

Ms. Jamie Trainer
Pima Community College
7830 E. Broadway
Tucson, AZ. 85710

Ms. Joe Knight
Director of Education Services
Rio Solado Community College
3910 E. Washington
Phoenix, Arizona 85034

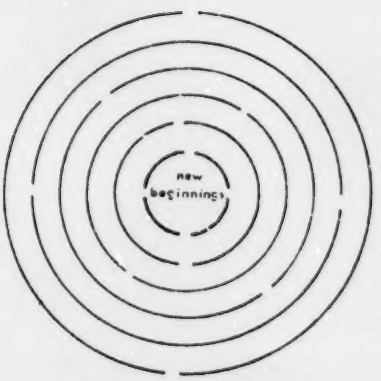
Ms. Shannon Jenson
Arizona Western, AWICE
2098 S. 3rd Ave.
Yuma, Arizona 85364

Ms. Marganna Shinkle
Central Arizona College
Signal Peak Campus
Woodruff at Overfield
Coolidge, Arizona 85228

*The quote by Sam Keen from BEGINNINGS WITHOUT END is used by permission of Harper and Row, Publisher, Inc.

SECTION IV

RESOURCES



RESOURCES

This section has been designed to include agencies, organizations, colleges, people and places that may be of assistance to a displaced homemaker as well as to a person working with displaced homemakers. They are divided into Pima County, Maricopa County and State-wide, plus a few national persons and places of importance to anyone working in the field.

Part 1.

PIMA COUNTY

A. Educational Options

1. The University of Arizona
   Continuing Education Opportunities for Women
   1717 E. Speedway, #3212
   Tucson, Arizona 85719 (602) 626-3902

2. Pima Community College
   Advisement Offices:

   Downtown Campus
   50 W. Speedway
   Tucson, Arizona 85705
   Contact: Sue Guy (602) 884-6953

   Eastside Campus
   7830 E. Broadway
   Tucson, Arizona 85710
   Contact: Jamie Trainer (602) 884-6837

   West Campus
   2202 W. Anklam Road
   Tucson, Arizona 85709
   Contact: Marie Vergata (602) 884-6991

3. El Rio Neighborhood Center
   1390 W. Speedway
   Tucson, Arizona 85705 (602) 791-4684

4. El Rio Neighborhood Center
   101 W. Irvington Road
   Tucson, Arizona 85706 (602) 791-4629

5. Pima County Adult Basic Education
   131 W. Congress, Room 812
   Tucson, Arizona 85701 (602) 792-8695

Resources, Pima County, continued

6. Tucson Adult Literacy Volunteers
   c/o 609 S. Desert Steppes Dr.
   Tucson, Arizona 85710 (602) 296-2539

B. Training Options

1. C.E.T.A.--D.E.S.
   97 E. Congress
   Tucson, Arizona 85701 (602) 882-5133

2. Community Outreach Program for the Deaf
   3200 N. Los Altos
   Tucson, Arizona 85705 (602) 623-0344

3. Tucson-Pima Employment and Training Consortium
   P.O. Box 27210
   Tucson, Arizona 85726
   Frank Romero, Director (602) 792-3211

C. Service and Training Options

1. Department of Economic Security

   Downtown Office
   151 W. Congress
   Tucson, Arizona 85701 (602) 882-5428

   Eastside Multiservice Center
   5151 E. Broadway
   Tucson, Arizona 85711 (602) 882-5788

   Southside Branch
   124 W. Broadway 85701 (602) 791-4107
   Tucson, Arizona 85701 (602) 791-4107

   Westside Multiservice Center
   97 E. Congress
   Tucson, Arizona 85701 (602) 882-5761

2. Goodwill Industries of Tucson
   1770 S. Cherrybelle Strav.
   Tucson, Arizona 85713 (602) 623-5174

3. Mary Hardy, Agent
   Home Economics
   Pima County Governmental Center
   131 W. Congress, Room 222
   Tucson, Arizona 85701 (602) 882-5161

Resources, Pima County, continued

4. Rehabilitation/Work Adjustment Center
   308 W. Glenn
   Tucson, Arizona 85705 (602) 622-4874

5. Rehabilitaiton Center
   2nd and Vine
   Tucson, Arizona 85721 (602) 626-1167

6. Second 40 Survival
   831 N. Swan
   Tucson, Arizona 85711 (602) 326-6739

7. Services for the Blind--DES
   100 E. Alameda, Suite 414
   Tucson, Arizona 85701 (602) 882-5309

8. Tucson Skill Center
   55 N. 6th Avenue
   Tucson, Arizona 85701 (602) 623-8456

9. Tucson Urban League
   745 N. 4th Avenue
   Tucson, Arizona 85705 (602) 623-6458

10. Tucson Women's Collective
    P.O. Box 843
    Tucson, Arizona 85702 (602) 792-1929

11. Vocational Rehabilitation--DES
    100 E. Alameda, #411
    Tucson, Arizona 85701 (602) 882-5428

12. Women's Company
    1926 S. 4th Avenue
    Tucson, Arizona 85713 (602) 792-1653

13. Work Incentive Program (WIN)--DES
    151 W. Congress
    Tucson, Arizona 85701 (602) 882-5686

D. Health Options

1. Catholic Community Services
   155 W. Helen Street
   Tucson, Arizona 85705 (602) 623-0344

2. El Rio Neighborhood Center
   1390 W. Speedway Blvd.
   Tucson, Arizona 85705 (602) 791-4684

Resources, Pima County, continued

3. El Rio/Santa Cruz Health Center
   839 E. Congress Street
   Tucson, Arizona 85705 (602) 792-9434

4. Free Clinic of Tucson
   405 W. Franklin Street
   Tucson, Arizona 85705 (602) 622-8821

5. Homemaker and Home Nursing Aide Service
   1307 N. Alvernon Way
   Tucson, Arizona 85712 (602) 327-0905

6. Indian Health Center
   J Stock Road
   P.O. Box 11340
   Tucson, Arizona 85734 (602) 792-6192

7. Marana Community Clinic
   13644 N. Sandario Road
   P.O. Box 338
   Marana, Arizona 85238 (602) 682-4111

8. Pima County Health Department
   151 W. Congress
   Tucson, Arizona 85701 (602) 792-8261

9. Public Fiduciary
   415 W. Pennington, Suite 100
   Tucson, Arizona 85701 (602) 792-8000

10. St. Elizabeth of Hungary Clinic
    140 W. Speedway
    Tucson, Ariozna 85707 (602) 623-0344

11. Traditional Indian Alliance
    108 W. 29th
    Tucson, Arizona 85705 (602) 882-0555

12. Tucson Family Debt Counselors
    40 N. Swan Road
    Tucson, Arizona 85701 (602) 881-3640

13. Youth Service Bureau
    1231 W. St. Mary's Road
    Tucson, Arizona 85705 (602) 882-0670

E. Child Care/Parenting Options

1. Child-Parent Centers
   602 E. 22nd
   Tucson, Arizona 85713 (602) 882-0100

Resources, Pima County, continued

2. Child Protective Services--DES
   181 S. Tucson Blvd. #113
   Tucson, Arizona 85716 (602) 882-5946

3. Pima County Developmental Career Guidance Project
   545 N. Camino Seco
   Tucson, Arizona 85710 (602) 298-3355

4. Tucson Association for Child Care
   2302 E. Speedway, Suite 104
   Tucson, Arizona 85719 (602) 881-8940

5. University of Arizona Counseling and Guidance Department
   Education Building
   E. 2nd Street, Campus
   Tucson, Arizona 85721 (602) 626-3217

F. Housing/Emergency Options

1. Gospel Rescue Mission
   312 W. 28th Street
   Tucson, Arizona 85713 (602) 622-3495

2. Migrant Opportunity Program
   338 N. Granada
   Tucson, Arizona 85705 (602) 622-3553

3. Portable Practical Educational Preparation
   338 N. Granada
   Tucson, Arizona 85705 (602) 622-3553

4. Salvation Army Hospitality House
   1021 N. 11th Avenue
   Tucson, Arizona 85705 602) 622-5411

5. Tucson Center for Women and Children
   419 S. Stone
   Tucson, Arizona 85701 (602) 792-1929

G. Other Useful Service Directories

1. Civic and Fraternal Organizations in the Tucson Metropolitan Area
   Tucson Chamber of Commerce
   420 W. Congress
   Tucson, Arizona 85701 (602) 792-1213

2. Directory of Helping Services
   Family Life Council of Greater Tucson
   3722 Marshall Gulch
   Tucson, Arizona 85718 (602) 299-6620 ($1.50)

Resources, Pima County, continued

3. Directory of Human Resources
   Information and Referral Service
   2302 E. Speedway #210
   Tucson, Arizona 85719 (602) 881-1794 ($6.00)

4. The Doctor's Directory
   Professional Guild of Arizona
   899 N. Wilmot, B-1
   Tucson, Arizona 85711 (602) 296-8506 ($2.00)

5. People's Yellow Pages
   2237 E. 18th Street
   Tucson, Arizona 85719 (602) 624-9644 ($1.95)

6. State Licensed Pre-School and Day Care Centers
   Tucson Association for Child Care
   2302 E. Speedway
   Tucson, Arizona 85719 (602) 881-8940

7. Tucson Directory of Women's Resources
   Tucson Women's Commission
   1515 E. Broadway
   Tucson, Arizona 85719 (602) 624-8318

8. Housing Resources Handbook
   Information and Referral Service
   3833 E. Second Street, #7
   Tucson, Arizona 85716 (602) 881-1794

Part 2

MARICOPA COUNTY

A. Local Manpower Agencies

1. City of Phoenix Employment and Training Division
   114 West Adams
   Phoenix, Arizona 85003 (602) 262-6776
   Jim Morere, Acting Administration

2. Maricopa County Employment and Training Administration
   111 South Third Avenue
   Phoenix, Arizona 85014 (602) 262-3895

3. Manpower Grants Management Section
   Department of Economic Security
   P.O. Box 6123
   Phoenix, Arizona 85005 (602) 255-3957
   Dave Ellis, Manager

4. Arizona Indian Centers, Inc.
   2721 North Central Avenue, Suite 914
   Phoenix, Arizona 85004 (602) 279-0618
   Sid Beane, Executive Director

5. Salt River Pima-Maricopa Indian Community
   Route 1 Box 216
   Scottsdale, Arizona 85256 (602) 949-7234
   Adeline Tracy, Acting CETA Coordinator

6. Phoenix Indian Center, Inc.
   4025 N. Second Street
   Phoenix, Arizona 85012 (602) 274-3568
   Floyd Bringing Good, Manpower Coordinator

7. Indian Development District of Arizona
   1777 West Camelback, Suite A-108
   Phoenix, Arizona 85015 (602) 248-0184

B. County Extension Agents

Ruth Brunton
Priscilla Mays
Marsha Ronnie
Carolyn Smith
4341 E. Broadway
Phoenix, Arizona 85040 (602) 255-3355

Resources, Maricopa County, continued

C. Arizona Department of Economic Secutity

John Foley, District Administrator
815 N. 18th Street
Phoenix, Arizona 85006 255-3722

Charles Sutton
21 S. Hibbert
Mesa, Arizona 85202 834-7777

Edna Richardson
1457 W. Alameda, Suite 107
Tempe, Arizona 85281 968-7926

Sonia Lopez
91 W. Boston
Chandler, Arizona 85224 963-4511

Nathalie Norris
3031 N. Scottsdale Road
Scottsdale, Arizona 85252 947-8031

Tom Marin
621 S. Second Street
P.O. Box 48
Avondale, Arizona 85323 932-0020

Sylvia Todd
Madeleine Kieffner
Wendell Akers
4425 W. Olive
Glendale, Arizona 85302 934-2231

Eliseo Marez
Sylvia Todd
12428 W. Waddell Road 977-9691
El Mirage, Arizona 85335

D. Colleges and Universities

Maricopa Community College District
Box 13349
Phoenix, Arizona 85002 244-8355
Mildred Bulpitt

Glendale Community College
6000 W. Olive
Glendale, Arizona 85301 943-2211
Dorothy Jensen AWARE

Resources, Maricopa County, continued

Maricopa Techincal College
106 E. Washington
Phoenix, Arizona 85003 258-7251
Lucille Schooland

Mesa Community College
1833 W. Southern
Mesa, Arizona 85201 833-1261
Carolyn Desjardin

Phoenix College
1202 W. Thomas
Phoenix, Arizona 85013 264-2492
Robin Bublick, Center for Women, ext. 392

Scottsdale Community College
Box Y
Scottsdale, Arizona 85252 941-0999
Gloria Little--AWARE
Ava Jensen--Women's Center

Rio Salado
2300 N. Central
Phoenix, Arizona 85004 258-4730

Arizona State University
Women's Affairs Board
Tempe, Arizona 85281 965-3161
Doreen Zelman

E. Behavioral Health Agencies--Outpatient Mental Health Clinics

Tri-City Mental Health Center
1400 South Dobson
Mesa, Arizona 85202 834-1411

Mental Health Bureau
908 North 24th Street
Phoenix, Arizona 85009

Phoenix-South Community Mental Health Center East Clinic
1625 East Tonto Street
Phoenix, Arizona 85034

Phoenix-South Community Mental Health Center West Clinic
1209 South 7th Avenue
Phoenix, Arizona 85007

Resources, Maricopa County, continued

South of the Salt Clinic
4732 South Central Avenue
Phoenix, Arizona 85041

Camelback Hospital Mental Health Center
5055 North 34th Street
Phoenix, Arizona 85018

Camelback Hospital Mental Health Center
6411 East Thomas Road
Scottsdale, Arizona 85257

Interfaith Counseling Sercice
3421 North Hayden Road
Scottsdale, Arizona 85251

Scottsdale Psychiatric Center
3618 Civic Center Plaza
Scottsdale, Arizona 85251 946-4225

Part 3

STATE-WIDE

A. Local Manpower Agencies

1. Southeastern Arizona Governments Organization
   P.O. Box 204
   Bisbee, Arizona 85602 (602) 432-2237
   David Landrith, Director

2. District IV Council of Governments
   377 Main Street
   Yuma, Arizona 85364 (602) 782-1886
   Frank Servin, Executive Director

3. Central Arizona Association of Governments
   P.O. Box JJ
   Florence, Arizona 85232 (602) 868-5878
   John Blackburn, Executive Director

4. Northern Arizona Council of Governments
   P.O. Box 57
   Flagstaff, Arizona 86001 (602) 774-1895
   Manuel Acosta, Deputy Director

5. Colorado River Indian Tribes
   Route 1 Box 23-B
   Parker, Arizona 85344 (602) 669-9211
   Jessie W. Fisher, Manpower Director

6. San Carlos Apache Tribe
   P.O. Box "O"
   San Carlos, Arizona 85550 (602) 475-2361
   Etta Key, Acting CETA Coordinator

7. The Papago Tribe of Arizona
   P.O. Box 837
   Sells, Arizona 85654 (602) 383-2221
   Lucille Enicinas, CETA Director

8. White Mountain Apache Tribe
   Box 700
   White River, Arizona 85941 (602) 338-2221
   Linda Tani, CETA Director

9. Hopi Tribal Council
   Box 123
   Oraibi, Arizona 86039 (602) 734-2455
   Marvin Yoyokie, CETA Director

Resources, Statewide, continued

10. Gila River Indian Community
Box 97
Sacaton, Arizona 85247 (602) 963-4323
Ms. E. Lewis, CETA Coordinator

11. Employment and Training Administration
The Navajo Nation
Window Rock, Arizona 86515 (602) 871-5507
Leonard Arviso, Director

B. County Extension Agents and Addresses

APACHE
Caroline Ewald
P.O. Box 369
St. Johns, Arizona 85936 (602) 337-2268

Dorothy Green
P.O. Box 735
Chinle, Arizona 86503 (602) 674-3693

Jo Ann Spencer
P.O. Box 647
Ft. Defiance, Arizona 86504 (602) 871-4682

COCHISE
Mary Kay Simmons
450 S. Haskell
Willcox, Arizona 85643 (602) 384-3594

COCONINO
Beth Tucker
2400 S. Milton Road
Flagstaff, Arizona 86001 (602) 774-5011

Jean Schwennesen
P.O. Box 95
Tuba City, Arizona 86045 (602) 283-5411

GILA
Betty Jean Faris
Gila County Courthouse
1400 E. Ash Street
Globe, Arizona 85501 (602) 425-7179

Grace McCormack
P.O. Box 368
San Carlos, Arizona 85550 (602) 475-2336

Resources, Statewide, continued

GRAHAM
Margie Valentine
921 Thatcher Blvd.
Safford, Arizona 85546 (602) 428-2611

GREENLEE
Mabel Flint
P.O. Box H
Duncan, Arizona 85534 (602) 359-2261

MOHAVE
Marilyn Loveland
520 W. Beale Street
Kingman, Arizona 86402 (602) 753-3788

NAVAJO
Viola Koenig
P.O. Box 190
Holbrook, Arizona 86025 (602) 524-6271

PINAL
Peggy Putnam
820 E. Cottonwood Lane, Bldg. C
Casa Grande, Arizona 85222 (602) 836-5221

Alice M. Sjoberg
P.O. Box 548
Sacaton, Arizona 85247 (602) 562-3526

SANTA CRUZ
Richard Harris
P.O. Box 1585
Nogales, Arizona 85621 (602) 287-4689

YAVAPAI
Heloise P. Hankinson
P.O. Box 388
Prescott, Arizona 86301 (602) 445-6597

YUMA
Victoria E. Steinfelt
1047 Fourth Avenue
Yuma, Arizona 85364 (602) 783-4451

C. Department of Economic Security (Area code: 602)

DISTRICT III OFFICE
Robert W. James , Administrator
218 N. Leroux Street, Box 460
Flagstaff, Arizona 86002 779-0392

Dave Dickerson 337-4359
Nathel Burkick 337-4358
55 Commercial Street, Box 339
St. Johns, Arizona 85936

Glen Bunfill 524-6294
300 Navajo Blvd., Box 399
Holbrook, Arizona 85025

Robert Rublin 289-2425
319 E. 3rd Street, Box 520
Winslow, Arizona 86047

Joe Lessard 445-5100
Phillip Payson 445-2460
234 Grove Ave., Box 227
Prescott, Arizona 86301

Lois Takach 634-7561
Clemenceau Plaza, Suite 9
6th St. and Arizona 279, Box 1699
Cottonwood, Arizona 86326

DISTRICT IV OFFICE
Armando Elias , Administrator 782-4343
350 W. 16th Street, Suite 232
P.O. Box 351
Yuma, Arizona 85364

Dorothy Leuser 753-6146
3129 Stockton Hill Road, Box 4089
Kingman, Arizona 86401

Glenn Webb 855-9143
278 Crystal Avenue
Lake Havasu City, Arizona 86403

V. Patterson 669-9293
10th Street and Hopi Avenue
Bin 629
Parker, Arizona 85344

DISTRICT V OFFICE

Wilbert J. Soltau, Administrator — 836-2351
900 E. Florence Blvd., Box 1158
Casa Grande, Arizona 85222

Jim Riley — 723-4151
Box 1467
Coolidge, Arizona 85228

Vickie Pratt — 836-1894
209 N. Stuart, Box 656
Eloy, Arizona 85231

Tim Sanderson — 425-7173
1450 South Street
Globe, Arizona 85501

DISTRICT VI OFFICE

Norman C. Kelley, Administrator — 432-5431
125 Bisbee Road, Drawer GG
Bisbee, Arizona 85603

Joyce Vucurevich — 432-5356
203 Bisbee Road, Box 5968
Bisbee, Arizona 85603

Homer McBride — 364-4446
Tillie Amarillas — " "
1140 F. Avenue, Box 1099
Douglas, Arizona 85007

T. R. Taylor — 384-3583
104 S. Arizona Ave., Drawer Q
Willcox, Arizona 85643

Elizabeth Price — 428-5320
Clifton Courthouse, Box 627
Clifton, Arizona 85533

Henry Carrie — 458-4000
44 Fry Blvd., Box 938
Sierra Vista, Arizona 85635

Woodrow Richards — 287-2681
473 Grand Ave., Box 1586
Nogales, Arizona 85621

Ken Davis — 586-3666
315 W. 4th Street, Drawer E-6
Benson, Arizona 85602

Resources, Statewide, continued

D. Colleges and Universities

Arizona Western College P. O. Box 929 Yuma, Arizona 85374	Shannon Jensen 726-1000
Eastern Arizona College Thatcher, Arizona 85552 Gila-Pueblo Campus, 85501	Socorro Bunts 428-1133 425-7131
Cochise College Douglas, Arizona 85607	Joanne Brown 364-7943
Mohave Community College 1971 Jagerson Avenue Kingman, Arizona 86401	757-4331
Northern Arizona University Women's Resource Center Flagstaff, Arizona	523-9011
Northland Pionee College 190 E. Arizona Street Holbrook, Arizona 86026	Norma Campbell 524-6111
Yavapai Community College 1100 E. Sheldon Prescott, Arizona 86301	Dottie Irvine 445-7300
Navajo Community College Windowrock, Arizona 86503	724-3311
Central Arizona College Signal Peak Campus Woodruff at Overfield Coolidge, Arizona 85228	Marganna Shinkle 723-4141 836-8243

E. Behavioral Health Agencies -- Outpatient Mental Health Clinics

Benson Health Office
115 South Huachuca Street
BENSON, Arizona 85602

Cochise County Family Guidance Center
102 Clawson Street
BISBEE, Arizona 85603
432-7133

Mohave Mental Health Clinic
Bullhead City Branch
BULLHEAD CITY, Arizona 86403

Behav. Health,Central Ariz.
102 North Florence Street
CASA GRANDE, Arizona 85222
836-1688

Tri-City Mental Health Center
Outreach
323 South Arizona Avenue
CHANDLER, Arizona 85224

Apache Tribal Guidance Clinic
Cibecue Branch
CIBECUE, Arizona 85901

Graham-Greenlee Family
Guidance Center
Post Office Building
CLIFTON, Arizona 85533

Verde Valley Community
Mental Health Clinic
P.O. Box 925
COTTONWOOD, Arizona 86326

Cochise County Family Guidance
Center--D.E.S.
P.O. Box 1099
DOUGLAS, Arizona 85607

Douglas Health Center
425 10th Street
DOUGLAS, Arizona 85607

Coconino Community Guidance Clinic
Southside Annex
FLAGSTAFF, Arizona 86001

Coconino Community Guidance Clinic
206 West Hunt Street
FLAGSTAFF, Arizona 86001

Glendale Office--Westside Project
7205 North 51st Avenue
GLENDALE, Arizona 85301

Gila County Guidance Clinic
1100 Monroe Street
GLOBE, Arizona 85501

Coconino Community Guidance Clinic
Grand Canyon Branch
GRAND CANYON, Arizona 86023

Navajo County Guidance Clinic
Holbrook Branch
HOLBROOK, Arizona 86025

Mohave Mental Health Center
305 West Beale Street
KINGMAN, Arizona 86401

Mohave Mental Health Clinic
Lake Havasu City Branch
LAKE HAVASU CITY, Arizona 86403

Apache County Guidance Clinic
McNary Branch
McNARY, Arizona 85930

Santa Cruz Family Guidance Center
638 Arroyo Boulevard
NOGALES, Arizona 85621
287-3229

Coconino Community Guidance Clinic
Page Branch
PAGE, Arizona 86040

Mohave Mental Health Clinic
Peach Springs Branch
PEACH SPRINGS, Arizona 86434

Resources, Statewide, continued

West Yavapai Guidance Clinic
500 South Marina Street
PRESCOTT, Arizona 86301

Apache County Guidance Clinic
ROUND VALLEY, Arizona 86509

Graham-Greenlee Family Guidance Clinic
Courthouse
SAFFORD, Arizona 85546
428-0110

Verde Valley Community Guidance Clinic
SEDONA, Arizona 86336

Navajo County Guidance Clinic
Show Low Branch
SHOW LOW, Arizona 85901

Cochise County Family Guidance Clinic
Department of Economic Security
SIERRA VISTA, Arizona 85635

Sierra Vista Health Office
First and Bartow Street
SIERRA VISTA, Arizona 85635

Apache County Guidance Clinic
Springerville Branch
White Mountain Community Hospital
SPRINGERVILLE, Arizona 85938

Apache County Comprehensive Guidance Clinic
P.O. Box 579
ST. JOHNS, Arizona 85936

Cochise County Family Guidance Center
County Health Service Office
WILLCOX, Arizona 85643

Coconino Community Guidance Clinic
Williams Branch
WILLIAMS, Arizona 86046

Navajo County Guidance Clinic
P.O. Box 411
WINSLOW, Arizona 86047

Yuma County Guidance Clinic
1700 First Street
YUMA, Arizona 85364
783-0197

Part 4.

NATION-WIDE

Displaced Homemakers Network
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Harriet Medaris
Planning Office, Bureau of Occupational and Adult Education
Health, Education and Welfare Department
Washington, D.C. 20202

National Commission on Working Women
Center for Women and Work
1211 Connecticut Avenue, N.W., Suite 400
Washington, D.C. 20036

Older Women's League Educational Fund
3800 Harrison Street
Oakland, California 94611

Regional Representative--Region IX:
Gertie Thomas
9 D Morgan Hall
Berkeley, California 94720

Women's Bureau, Region IX
Madelyn Mixer
450 Golden Gate Avenue
San Francisco, California 94102

FUNDING INFORMATION

Sex Equity Specialist, Deborah Dillon
Department of Education
1535 W. Jefferson
Phoenix, Arizona 85007 (602) 255-5357

Women's Educational Equity Act
HEW, Office of Education
Washington, D.C. 20202

Fund for the Improvement of Post Secondary Education
HEW
400 Maryland Avenue, S.W., Room 3123
Washington, D.C. 20202

Resources, Funding Information, continued

ACTION
Chief, Grants Branch, P-200
806 Connecticut Avenue, N.W.
Washington, D.C. 20525

CETA Prime Sponsor--see list of Manpower Agencies in your area

Adams, Edity L. Where To Find Foundation Money for Women's Projects: A Directory To Who's Giving Money to Women's Projects. Yonkers, NY: Independent Woman's Press, 1977. Write: IWP, 34-R Prospect St., Room B-154, Yonkers, NY 10701.

Flanagan, Joan. The Grass Roots Fundraising Book: How to Raise Money In Your Community. Chicago: Swallow Press, 1977. 224 p. Write: The Youth Project, P.O. Box 988, Hicksville, NY 11802 ($5.25).

U.S. Department of Health, Education and Welfare. Coordinating Committee on Research in Vocational Education. Guide to Federal Funding In Career Education, Education and Work, And Vocational Education. Washington, D.C.: GPO, 1978.

U.S. Department of Labor, Women's Bureau. A Guide To Seeking Funds From CETA. Washington, D.C.: GPO, 1977.

U.S. Department of Labor, Women's Bureau. Looking For A Grant: A Kit For Groups Seeking Financial Assistance. Washington, D.C., GPO, 1975.

ADDITIONAL AWARENESS TOOLS

Labor Market Information.
Arizona Department of Economic Security. Numerous Publications
Box 6123
Phoenix, Arizona 85005

The Quick Job-Hunting Map. Richard N. Bolles, revised 1978. Ten Speed Press. P.O. Box 4310, Berkeley, Ca. 94704

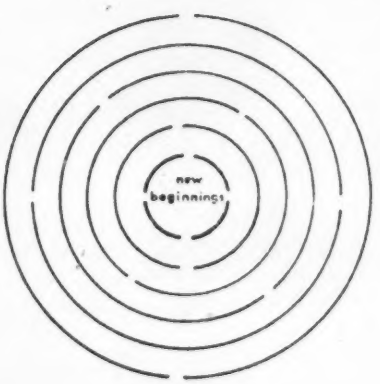
THE SIMULATION GAME "Cinderella Minus the Prince,": Lynn O'Hern, PHASE, Continuing Education Opportunities for Women, 1717 E. Speedway, Rm. 3214, Tucson, Arizona 85719. (602) 626-3902. Game is complete with Discussion Guide, Pre and Post-tests and Facilitators' Guide.

Women and Aging. Videotape. 30 min. Write: Sacramento Communuty Commission for Women, 2015 J. Street, Suite 30, Sacramento, Ca. 95814. Purchase or rental.

Who Remembers Mama? 16 mm film or videotape cassette, 58 min. Write: Who Remembers Mama? 5215 Homer Street, Dallas, Tx. 75206. Purchase or rental.

SECTION V

BIBLIOGRAPHY



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BOOKS

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Bloom, Lynn, Karen Coburn and Joan Pearlman. The New Assertive Woman. New York: Delacorte Press, 1975.

Bolles, Richard N. The Three Boxes of Life and How to Get Out of Them: An Introduction to Life/Work Planning. Berkeley, Ca.: Ten Speed Press, 1978.

Bolles, Richard N. What Color Is Your Parachute? Berkeley, Ca.: Ten Speed Press, 1977.

Bower, Gordon and Sharon Bower. Asserting Yourself: A Practical Guide for Positive Change. Reading, Ma.: Addison-Wesley Publishing Co., 1976.

Butler, Pamela. Self-Assertion for Women: A Guide to Becoming Androgynous. Harper-Row, 1976.

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Caine, Lynn. Widow. New York: Bantam Books, 1975.

Campbell, David P. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. Niles, Il.: Argus Communications, 1974.

Crystal, John C. and Richard N. Bolles. Where Do I Go From Here With My Life: A Workbook for Career-Seekers and Career Changers. New York: Seabury Press, 1974.

DeRosis, Helen and Victoria Pellegrino. Book of Hope, How Women Can Overcome Depression. New York: Macmillan Company, Inc., 1976.

Dyer, Wayne W. Your Erroneous Zones. N.Y.: Funk and Wagnalls, 1976.

Feinberg, Mortimer and Gloria. Leavetaking. Simon and Schuster, 1978.

Gibb, Jack. Trust--A New View of Personal and Organizational Development. Los Angeles, Ca.: Guild of Tutors Press, 1978.

Gordon, Sol. The New You. Bantam Books. Inc., 1979.

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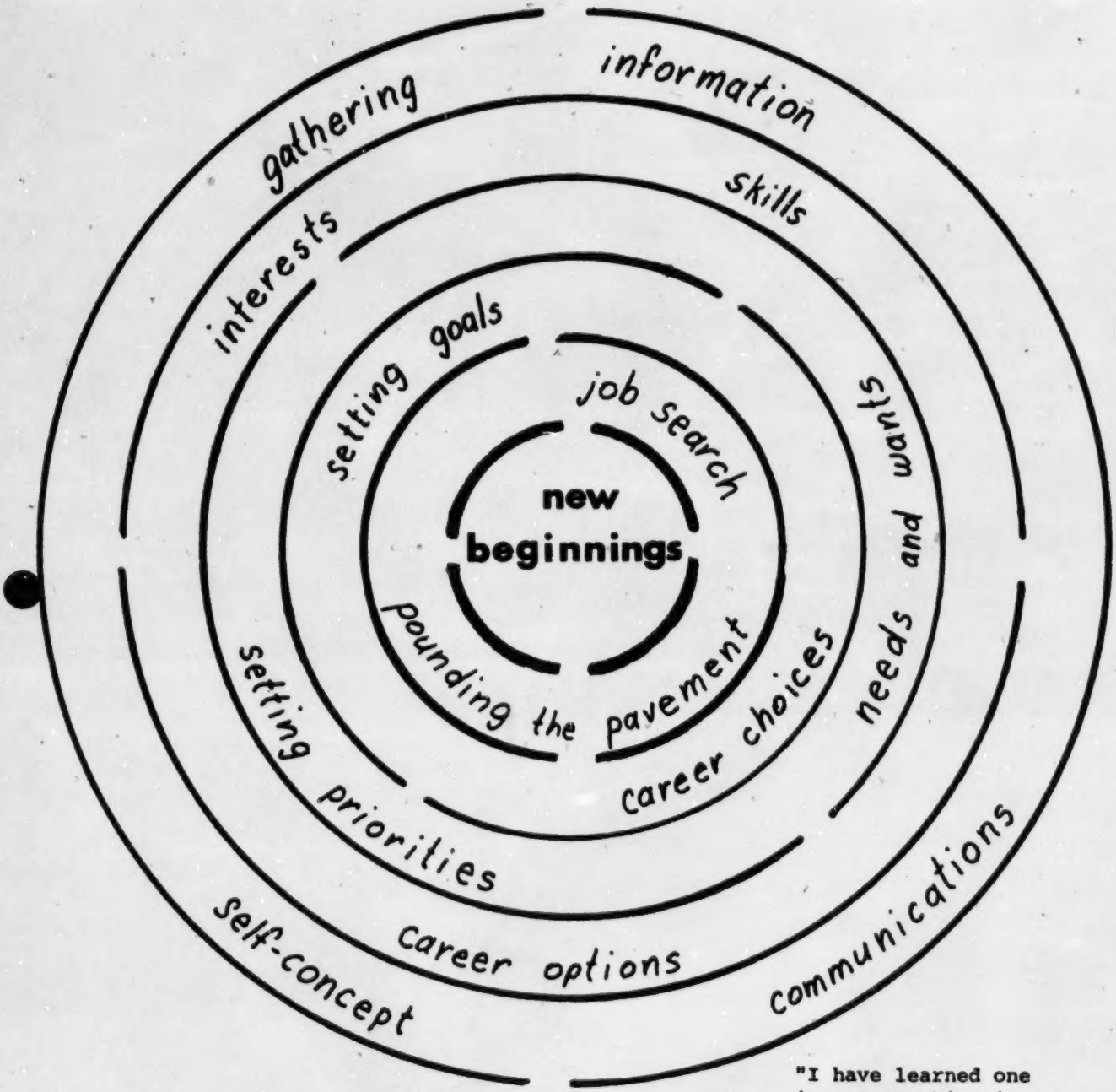

"I have learned one important thing in my life - how to begin again."
-Sam Keen